

# Performance Skills Leader

## Individual Feedback Report



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### **Call a PS Leader Phone Coach**

Save your own time by calling 800-822-2801 x 122 to have an experienced expert in 360° feedback take you through this sample report step by step. In 15 minutes or less you will fully understand the PS Leader approach to assessing and developing leadership competencies.

## REPORT OVERVIEW

Recently, you completed the PS Leader assessment. You may recall that you were asked to provide two ratings for a number of leadership behaviors. For each behavior, you rated the level of proficiency that is required in the job and you rated your current level of proficiency. Your supervisor and others may have completed an assessment for you as well. This report presents your assessment results. The report sections contained in this report include:

### 1. EXECUTIVE SUMMARY

The Executive Summary provides you with an overview of your results. It is the only section in this feedback report that provides you with the competency-level results. You will find two reports in this section:

- Summary Competency Averages
- Job Requirements Comparison

As you view these reports, remember that not all competencies will have equal importance for your job. Consider your own personal goals, your organization's goals, and any other influencing factors as you interpret these reports.

In addition, keep in mind that a competency score is the average of all the behaviors that are related to the competency. The behavior-level reports presented in the Strengths and Development Needs and Task Score sections of this report will give you more detailed information about your results.

### 2. GAP ANALYSIS - STRENGTHS AND DEVELOPMENT NEEDS

The Strengths and Development Needs section of your feedback highlights the behaviors in which you show more job strengths and those in which you have more important development needs. The results presented in this section are behavior-level results. Development needs are based on scores relative to job requirement. Strengths are absolute scores. There could be items on both Top 5 lists if a high strength is also a high job requirement. The information is presented in two reports:

- Top 5 Strengths
- Top 5 Development Needs

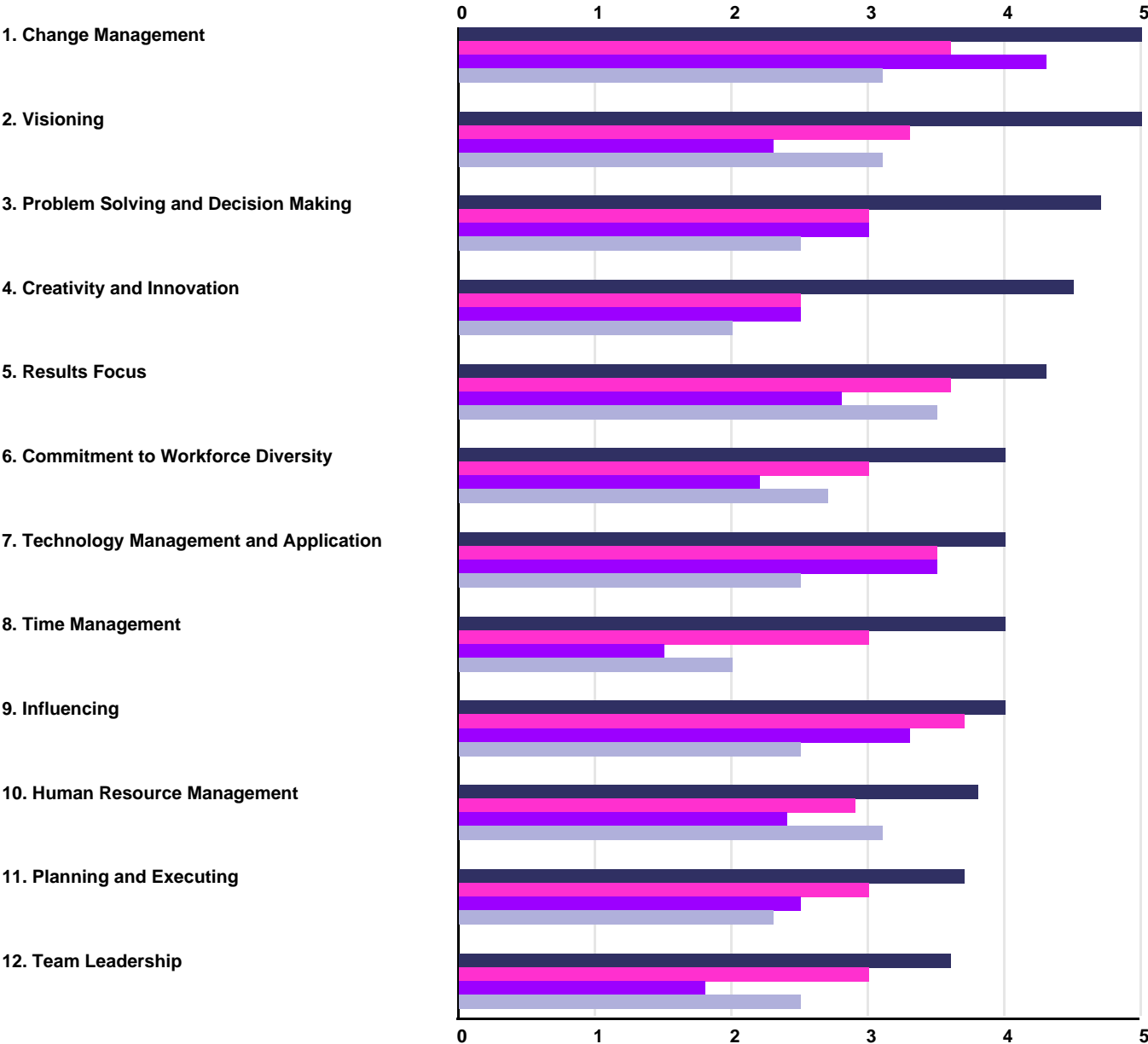
### 3. INDIVIDUAL TASK SCORES

This section of your feedback presents detailed results of your PS Leader assessment. It provides results from everyone who provided ratings on each behavior (ratings from your peers and subordinates have been averaged).

### 4. DEVELOPMENT SUGGESTIONS

This section of your feedback provides suggested development activities you can undertake to help you improve in certain areas. The development suggestions are based on the Development Needs section of your report. Twelve sets of suggestions are included. The top three from each perspective.

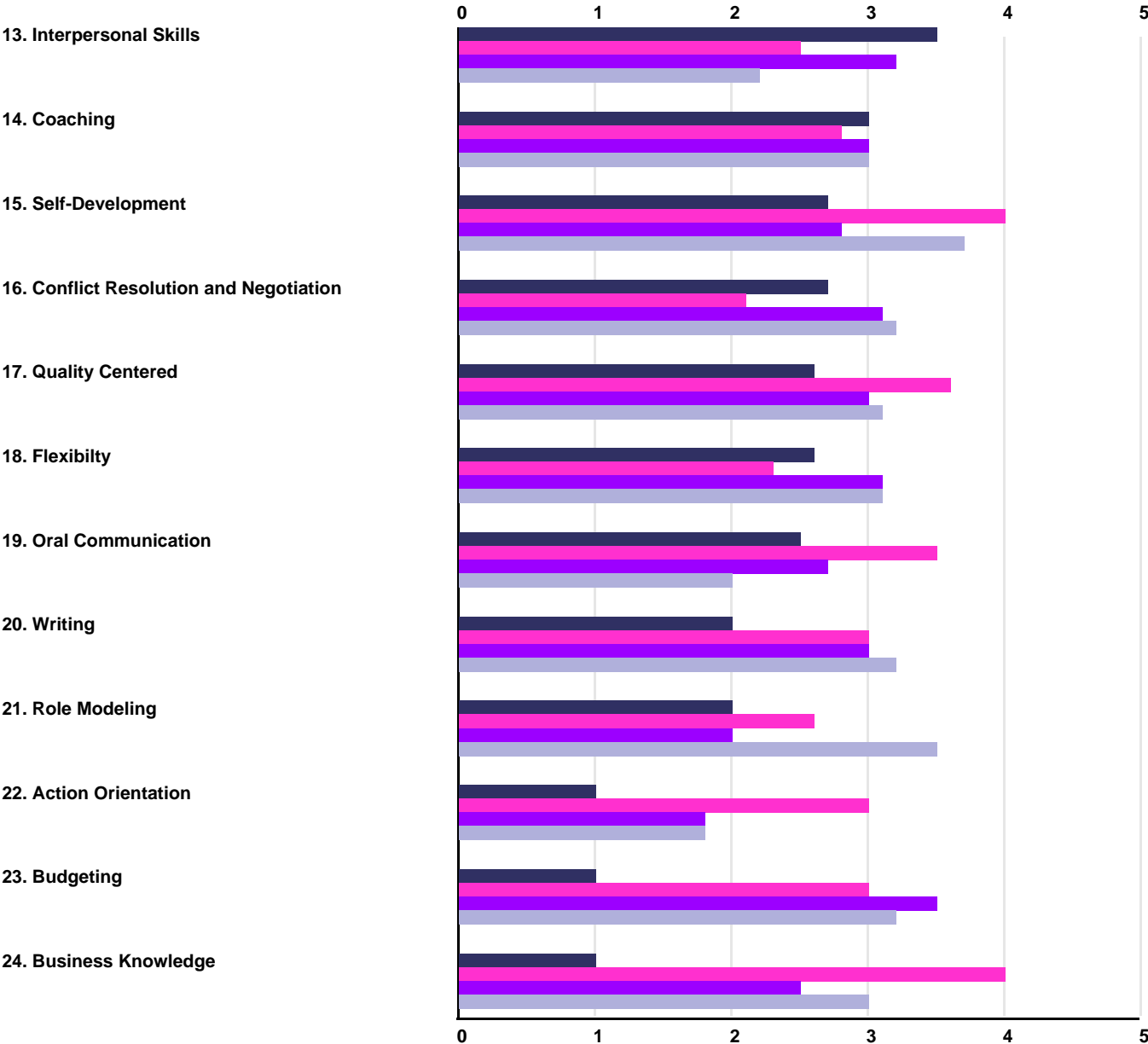
**SUMMARY COMPETENCY AVERAGES**



**Ranking**  
■ Self  
■ Supervisor  
■ Direct Report  
■ Peer

**Scale:**  
5. Very High Proficiency  
4. High Proficiency  
3. Moderate Proficiency  
2. Low Proficiency  
1. No Proficiency  
0. Don't Know

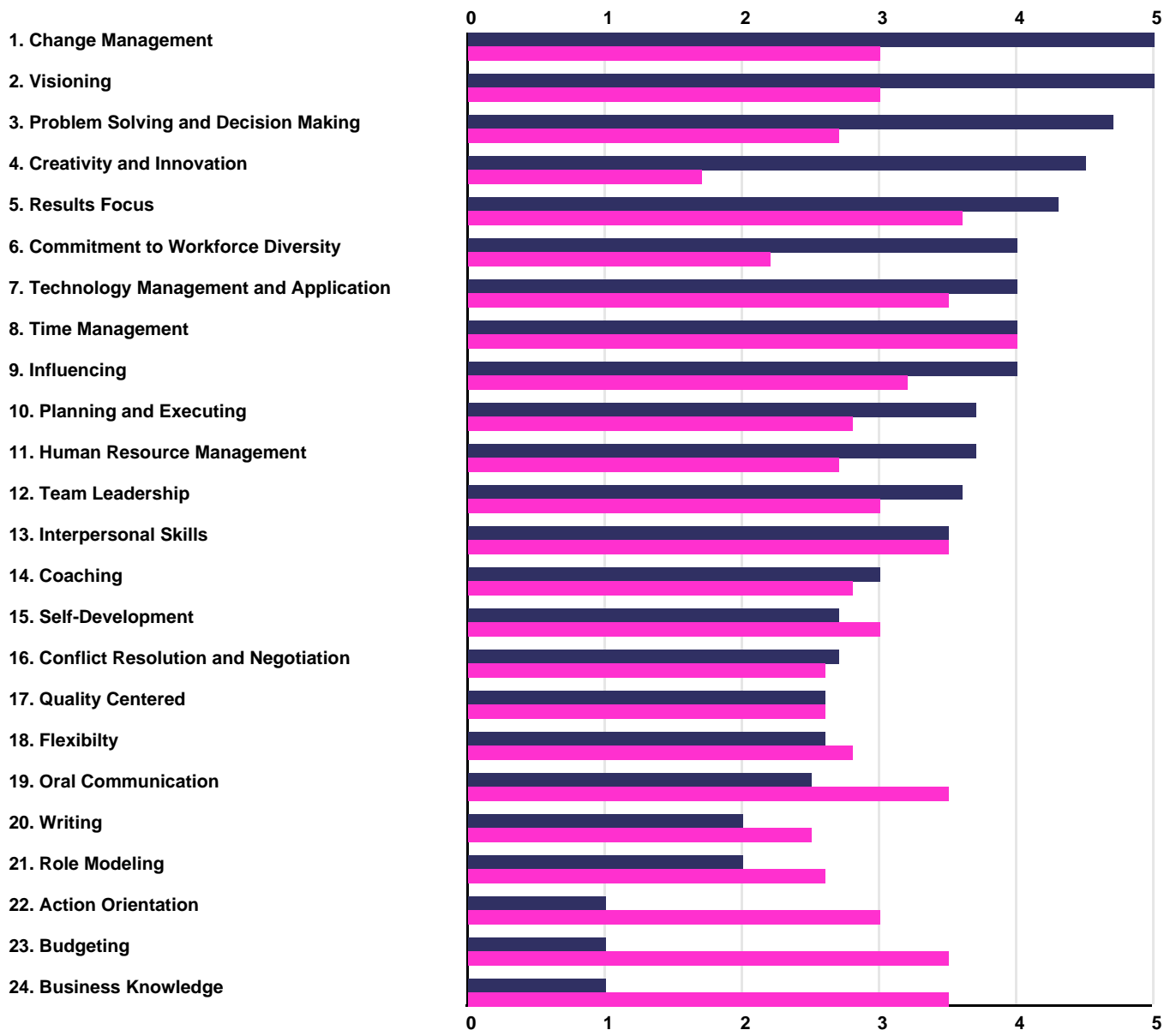
**SUMMARY COMPETENCY AVERAGES**



**Ranking**  
 ■ Self  
 ■ Supervisor  
 ■ Direct Report  
 ■ Peer

**Scale:**  
 5. Very High Proficiency  
 4. High Proficiency  
 3. Moderate Proficiency  
 2. Low Proficiency  
 1. No Proficiency  
 0. Don't Know

## JOB REQUIREMENTS COMPARISON - SELF AND SUPERVISOR



Ranking  
 ■ Self  
 ■ Supervisor

Scale:  
 5. Very High Proficiency  
 4. High Proficiency  
 3. Moderate Proficiency  
 2. Low Proficiency  
 1. No Proficiency  
 0. Don't Know

## STRENGTHS

### SELF PERCEPTION

You view the following areas as job strengths:

- 33. Uses human resources practices that promote good labor-management and employee relations (Human Resource Management)
- 79. Reviews and critiques others' writing in a constructive and substantive manner (Writing)
- 72. Fosters cooperation and teamwork among team members (Team Leadership)
- 3. Initiates appropriate action without being directed to do so (Action Orientation)
- 1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations (Action Orientation)

### SUPERVISOR PERCEPTION

Your supervisor views the following areas as job strengths:

- 70. Invests time and energy in self-development and growth (Self-Development)
- 47. Establishes policies or guidelines for the organization or program area (Planning and Executing)
- 62. Works persistently on agreed-upon goals despite opposition, distractions, and setbacks (Results Focus)
- 3. Initiates appropriate action without being directed to do so (Action Orientation)
- 37. Represents/promotes the organization or program to others (Influencing)

### DIRECT REPORT PERCEPTION

Your direct report raters view the following areas as job strengths:

- 15. Provides constructive feedback in a timely manner (Coaching)
- 36. Informs management, employees, and others of program objectives and developments (Influencing)
- 35. Networks with key individuals or groups to accomplish goals (Influencing)
- 21. Identifies and understands the interests of others in the negotiation process (Conflict Resolution and Negotiation)
- 64. Puts priority on getting results and displays accountability for those results (Results Focus)

### PEER PERCEPTION

Your peer raters view the following areas as job strengths:

- 69. Seeks and makes use of feedback on others (Self-Development)
- 31. Recognizes and rewards performance based on standards and organizational goals (Human Resource Management)
- 3. Initiates appropriate action without being directed to do so (Action Orientation)
- 45. Listens to others and shows understanding of what they are saying (Oral Communication)
- 33. Uses human resources practices that promote good labor-management and employee relations (Human Resource Management)

## DEVELOPMENT NEEDS

### SELF PERCEPTION

You view the following areas as development needs:

- 18. Provides employment and development opportunities for a diverse workforce (Commitment to Workforce Diversity)
- 32. Takes appropriate corrective/disciplinary actions with employees (Human Resource Management)
- 39. Uses power, authority, and influence appropriately to achieve goals (Influencing)
- 48. Develops and adjusts strategic and other long-term plans (Planning and Executing)
- 42. Champions organizational change based upon a strategic view of the future (Change Management)

### SUPERVISOR PERCEPTION

Your supervisor views the following areas as development needs:

- 41. Creates a work environment where individuals are treated equitably (Interpersonal Skills)
- 56. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information (Problem Solving and Decision Making)
- 36. Informs management, employees, and others of program objectives and developments (Influencing)
- 76. Ensures staff are trained and capable in new technology (Technology Management and Application)
- 10. Adjusts leadership style to fit a variety of situations and people (Coaching)

### DIRECT REPORT PERCEPTION

Your direct report raters view the following areas as development needs:

- 52. Identifies how organizational or program results will be measured (Planning and Executing)
- 80. Creates a vision of the organization's future (Visioning)
- 65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees (Role Modeling)
- 16. Determines employees' needs and provides opportunities for career development (Coaching)
- 26. Copes effectively with personal and job pressures that cause stress (Flexibility)

### PEER PERCEPTION

Your peer raters view the following areas as development needs:

- 73. Creates an environment that encourages open communication and collective problem solving (Team Leadership)
- 32. Takes appropriate corrective/disciplinary actions with employees (Human Resource Management)
- 71. Maintains technical proficiency in area of responsibility (Self-Development)
- 21. Identifies and understands the interests of others in the negotiation process (Conflict Resolution and Negotiation)
- 37. Represents/promotes the organization or program to others (Influencing)



## INDIVIDUAL TASK SCORES

This section includes the Task Scores report. This report represents the heart of your assessment results. It presents the ratings for each task and activity on the PS Leader assessment from each rater group (i.e. self, supervisor, peer and subordinate)

Data presented for each task and activity are:

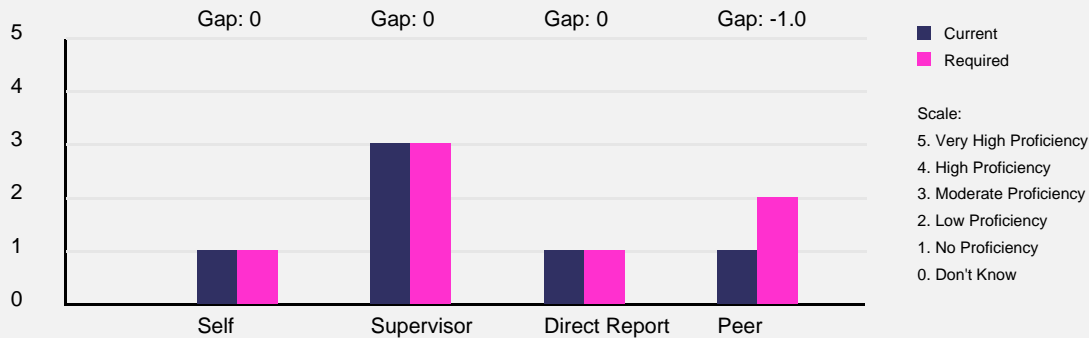
- The required rating
- The current rating
- The gap

A thorough review of this report can point out variations in the data, additional areas for development, or additional areas to discuss with your supervisor.

# Individual Task Scores

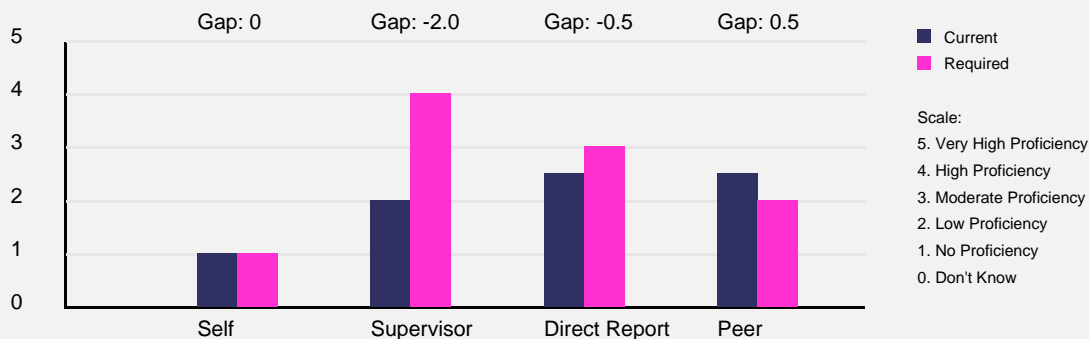
## 1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations

Competency: Action Orientation



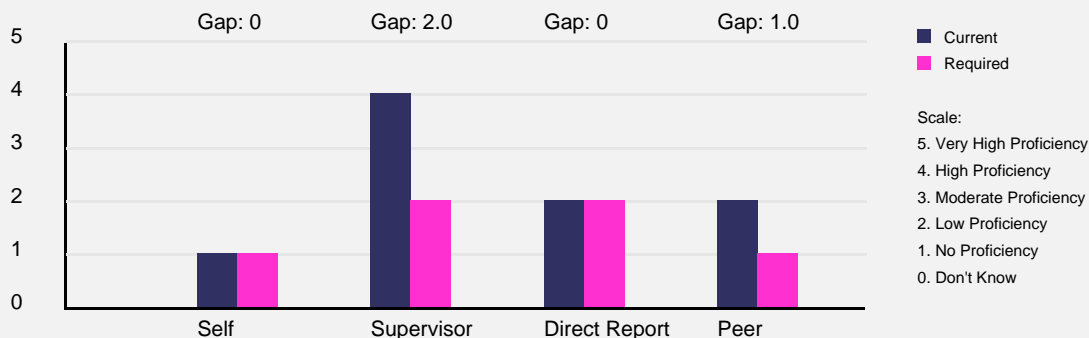
## 2. Takes calculated risks to move initiatives forward

Competency: Action Orientation



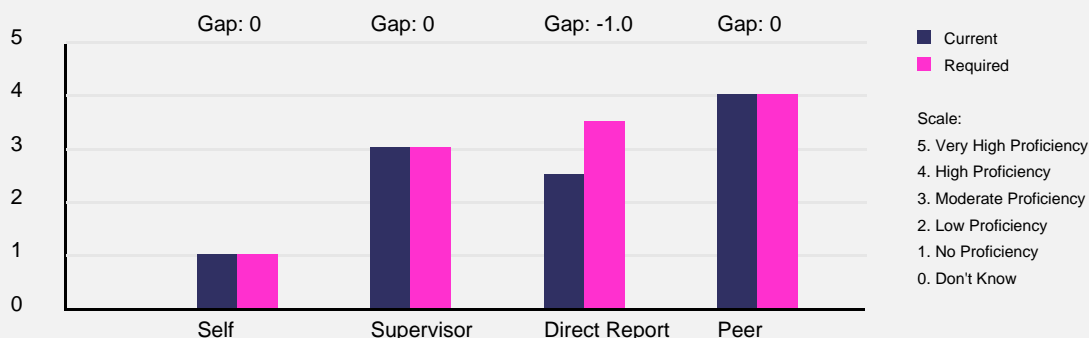
## 3. Initiates appropriate action without being directed to do so

Competency: Action Orientation



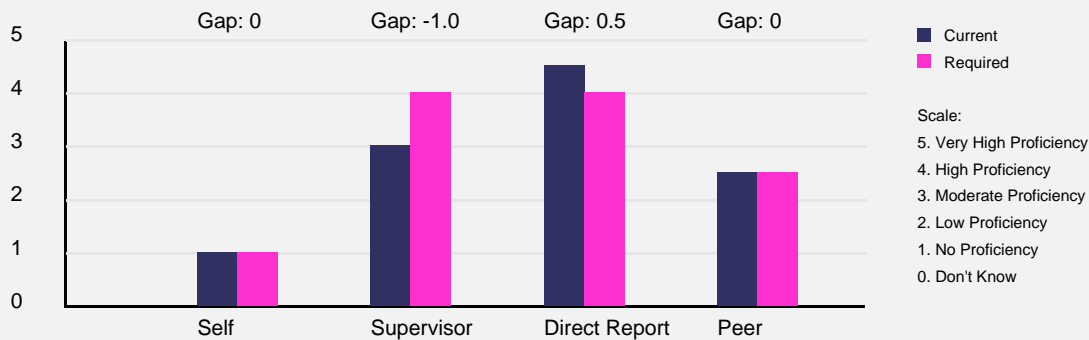
## 4. Prepares and justifies budgets for own organization, projects, and activities

Competency: Budgeting



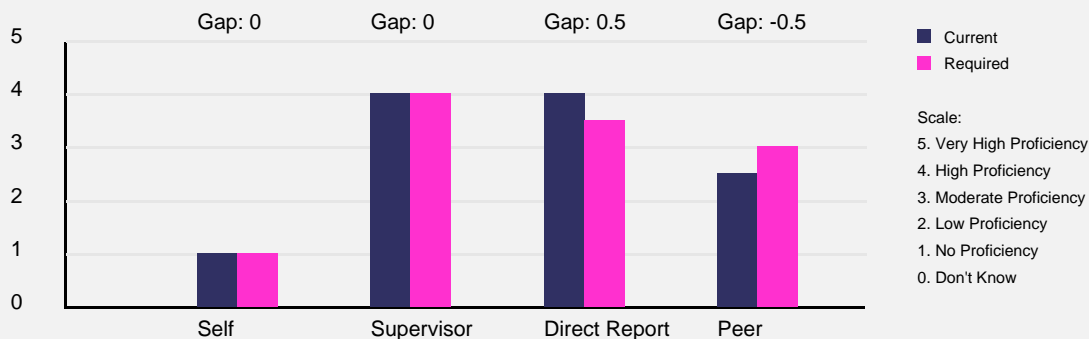
## 5. Tracks expenses and monitors against budget to ensure cost-effective resource management

Competency: Budgeting



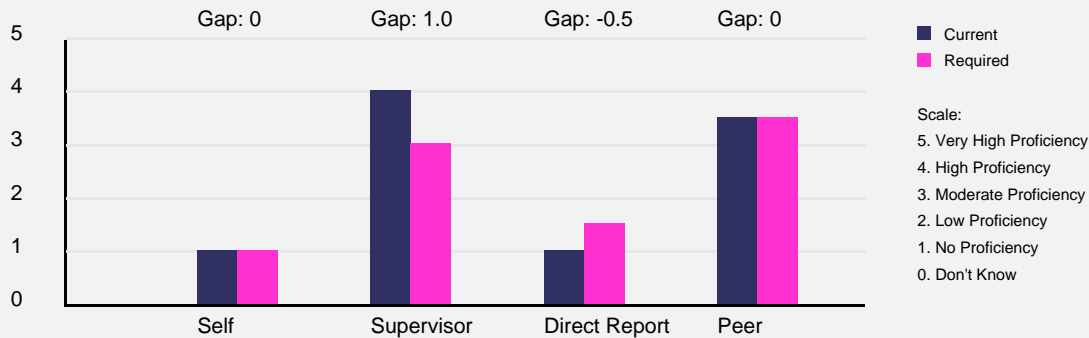
## 6. Keeps up-to-date on the industry, competition, trends, and development affecting the business

Competency: Business Knowledge



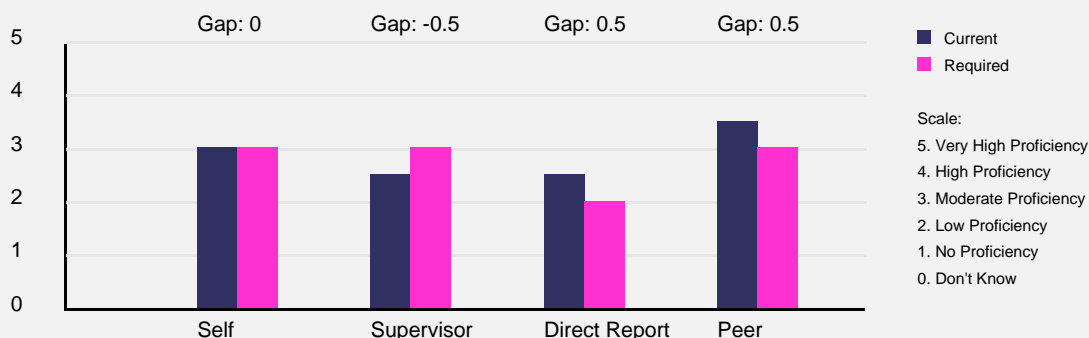
## 7. Understands how the business operates to accomplish its mission, including the business's component operations, strategic priorities and organizational roles

Competency: Business Knowledge



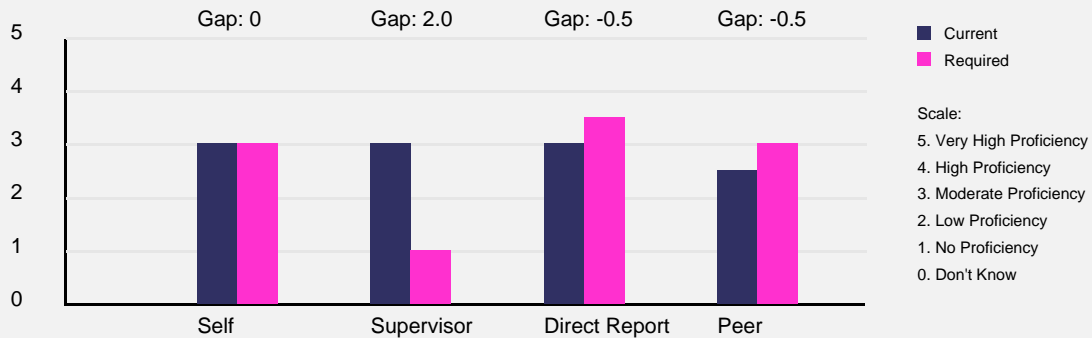
## 8. Explains work tasks so that employees clearly understand their job assignments and expectations

Competency: Coaching



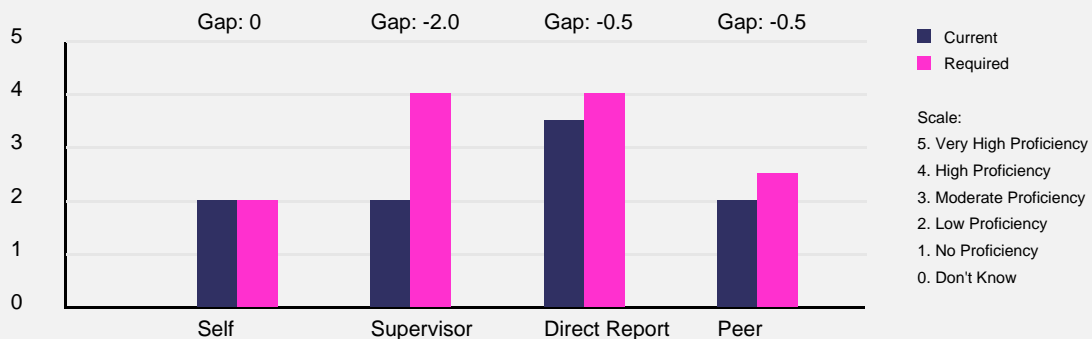
## 9. Considers individuals' interests and abilities in assigning work

Competency: Coaching



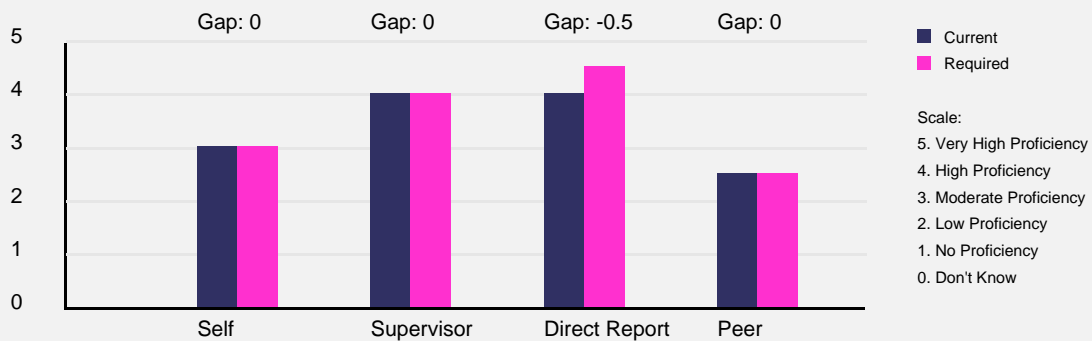
## 10. Adjusts leadership style to fit a variety of situations and people

Competency: Coaching



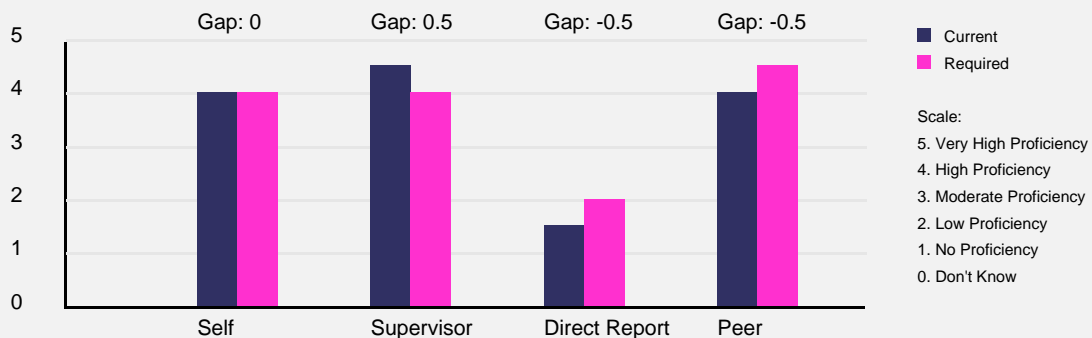
## 11. Inspires, motivates, and guides others toward goal accomplishment

Competency: Coaching



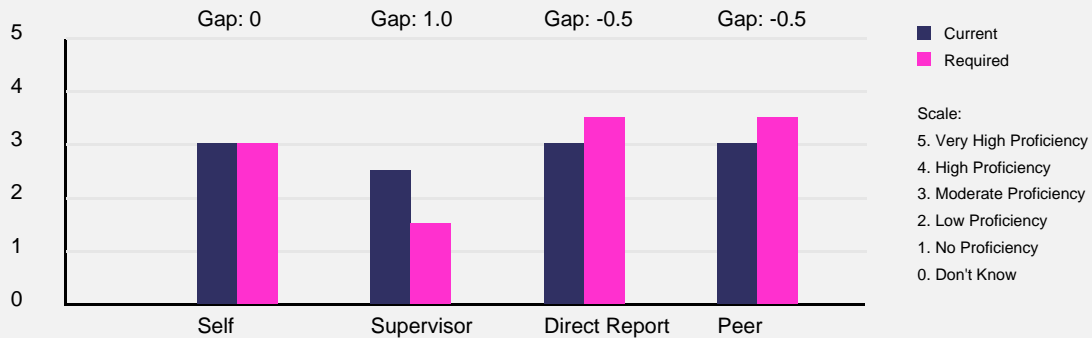
## 12. Empowers others by sharing power and authority commensurate with delegated responsibilities

Competency: Coaching



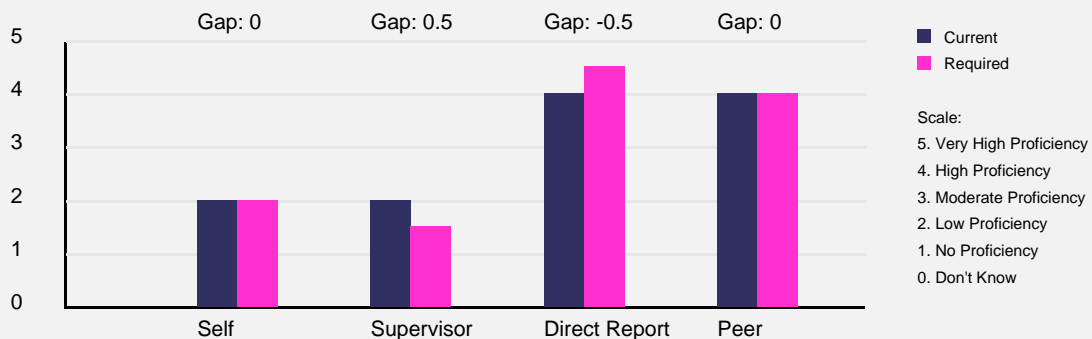
## 13. Challenges direct reports and others to achieve their potential

Competency: Coaching



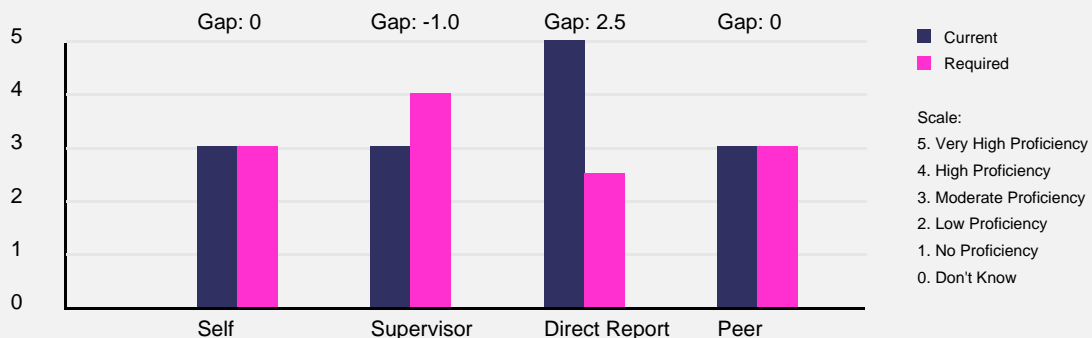
## 14. Provides positive feedback in a manner that reinforces and elicits desirable behavior

Competency: Coaching



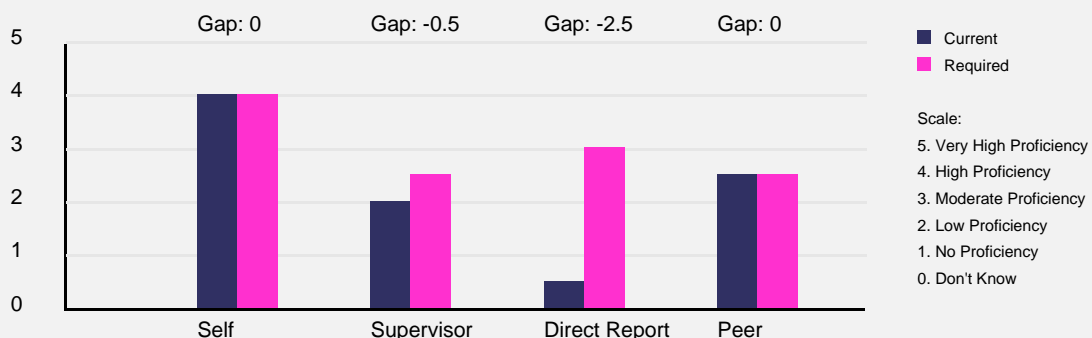
## 15. Provides constructive feedback in a timely manner

Competency: Coaching



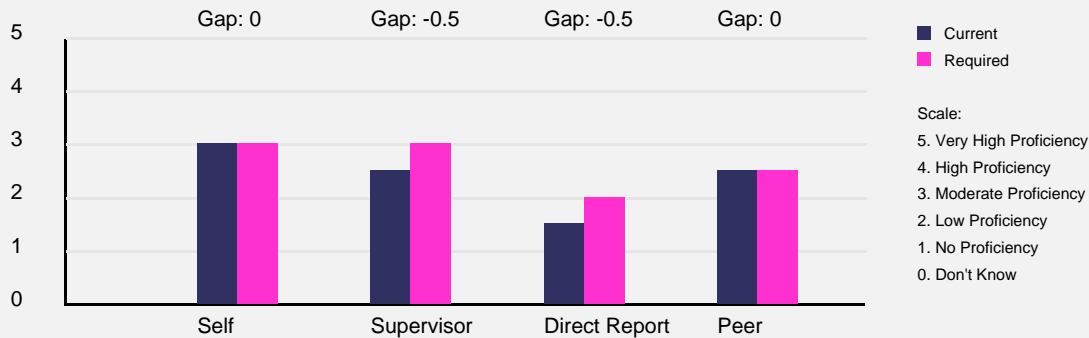
## 16. Determines employees' needs and provides opportunities for career development

Competency: Coaching



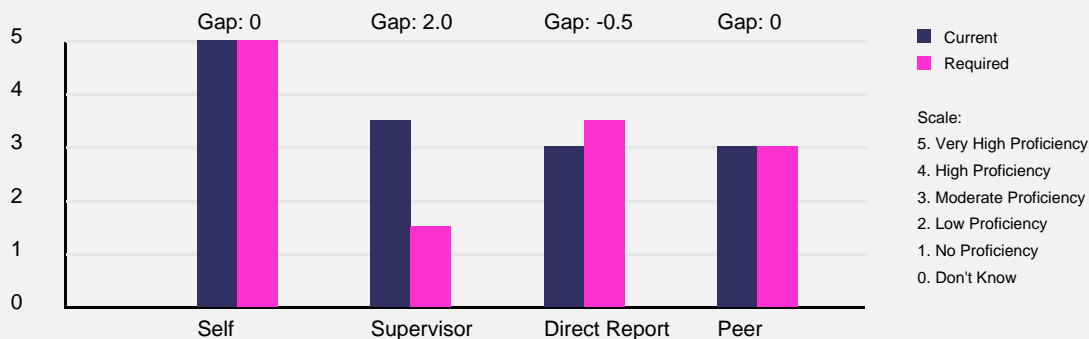
## 17. Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences

Competency: Commitment to Workforce Diversity



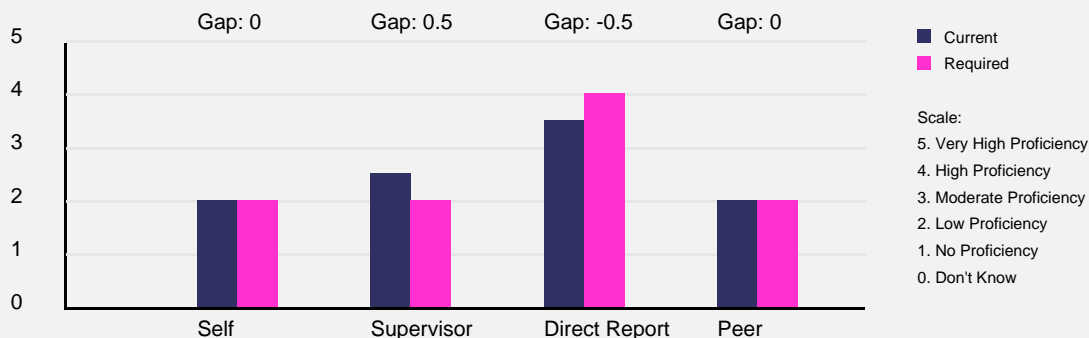
## 18. Provides employment and development opportunities for a diverse workforce

Competency: Commitment to Workforce Diversity



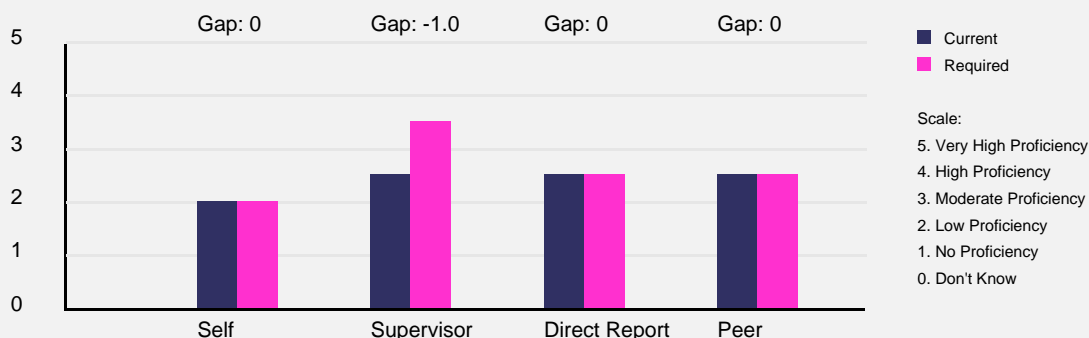
## 19. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner

Competency: Conflict Resolution and Negotiation



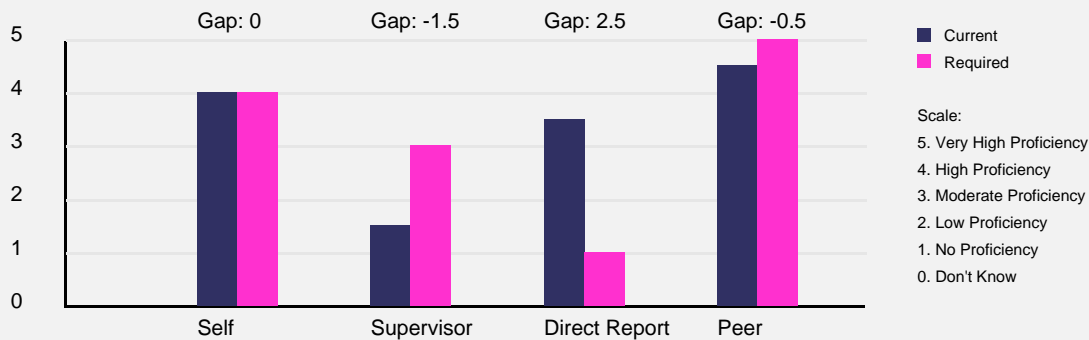
## 20. Addresses and seeks to resolve formal and informal complaints from employees

Competency: Conflict Resolution and Negotiation



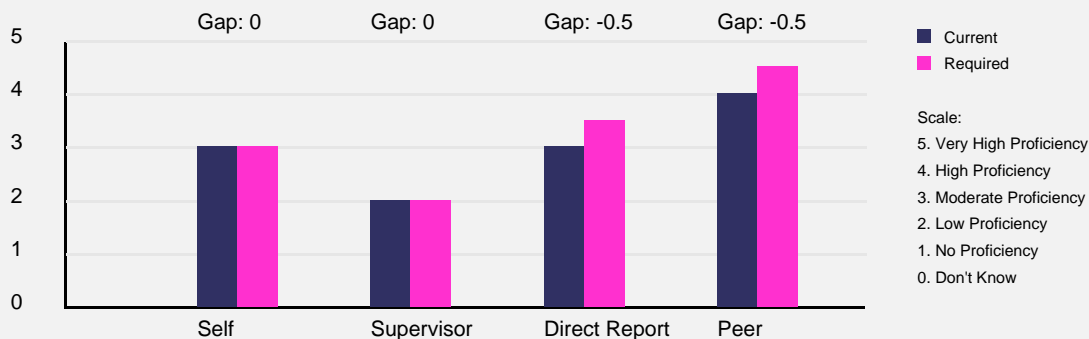
## 21. Identifies and understands the interests of others in the negotiation process

Competency: Conflict Resolution and Negotiation



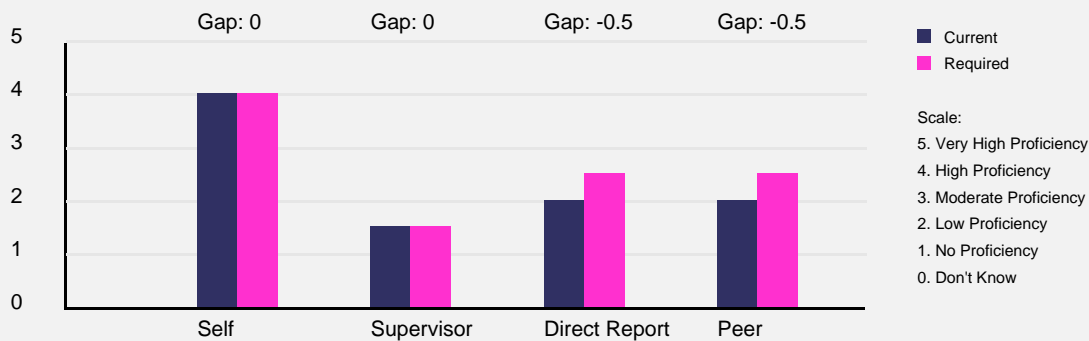
## 22. Negotiates to find mutually acceptable solutions

Competency: Conflict Resolution and Negotiation



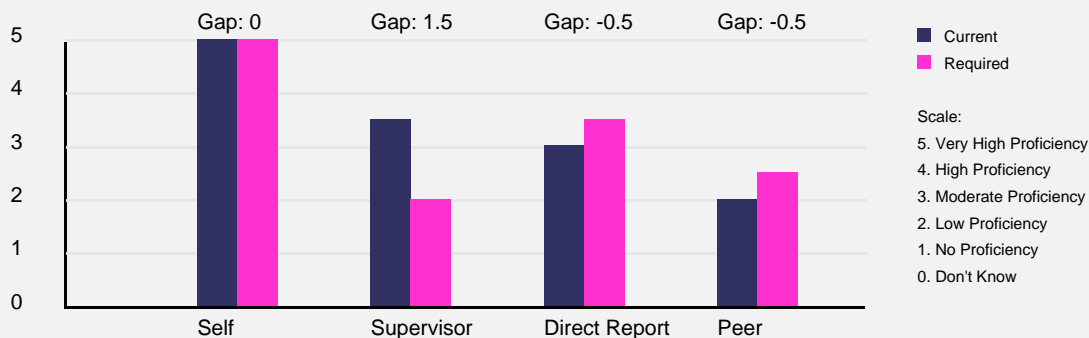
## 23. Reshapes ideas and information in ways that reveal new possibilities

Competency: Creativity and Innovation



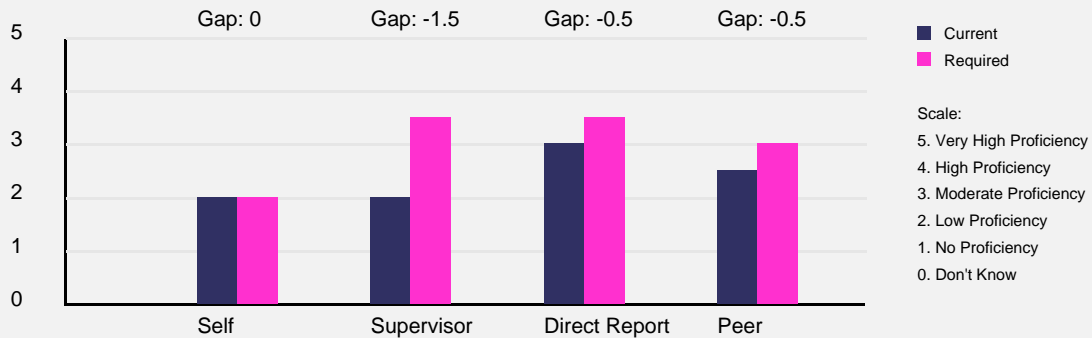
## 24. Creates an environment that encourages imaginative solutions to work-related situations and problems

Competency: Creativity and Innovation



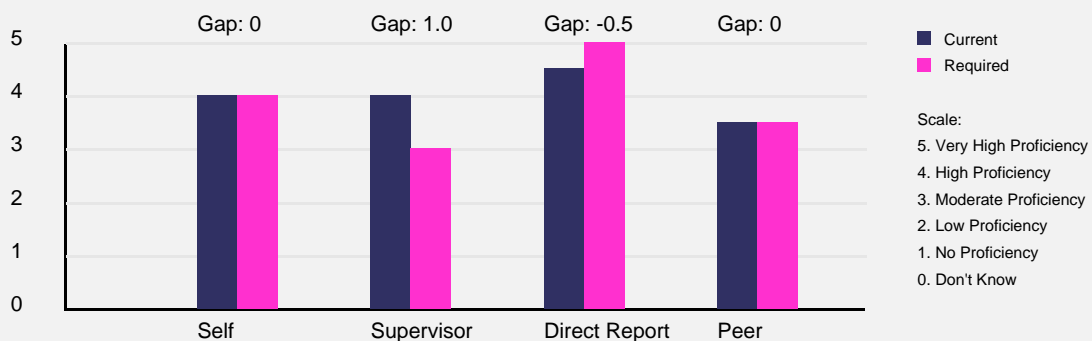
## 25. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles

Competency: Flexibility



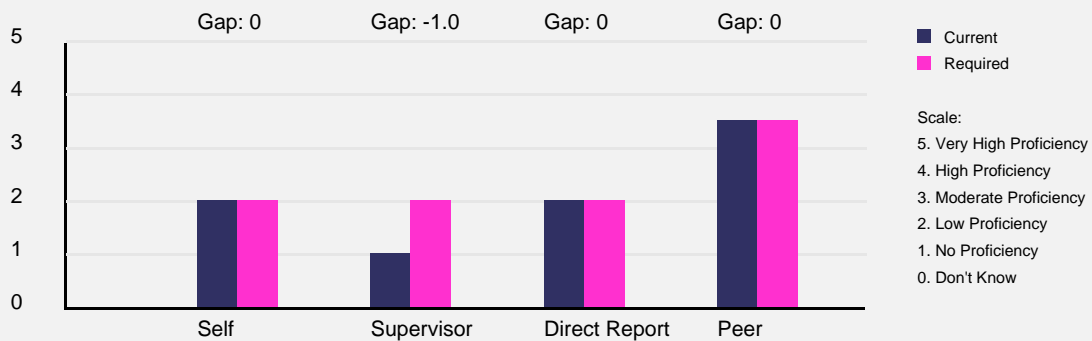
## 26. Copes effectively with personal and job pressures that cause stress

Competency: Flexibility



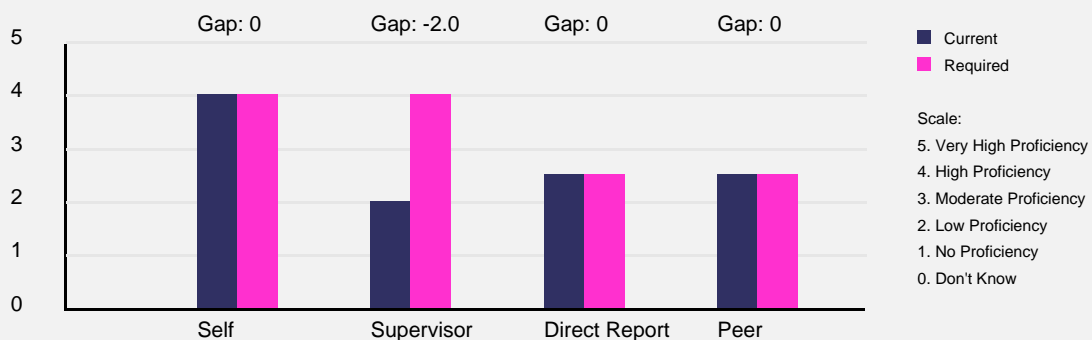
## 27. Responds to reversals and setbacks in a constructive manner

Competency: Flexibility



## 28. Plans for needed or mandated changes in the size and composition of staff

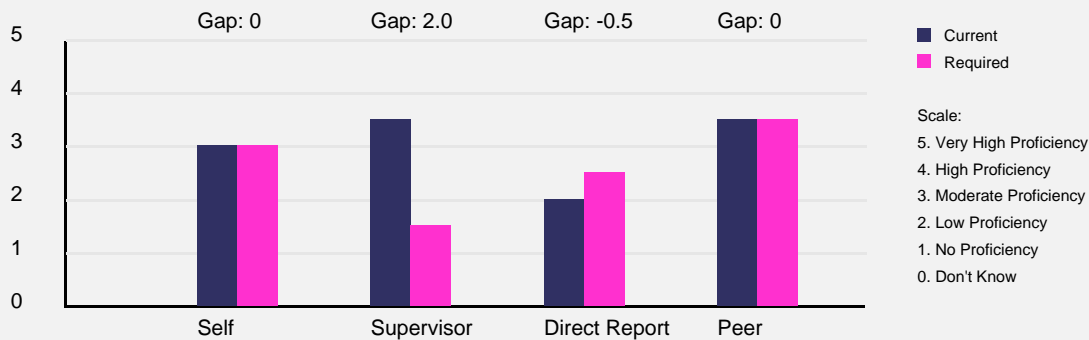
Competency: Human Resource Management





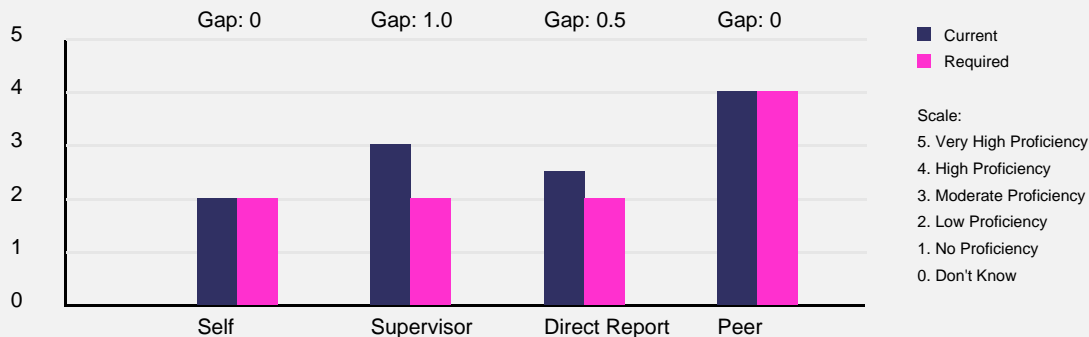
## 29. Takes an active role in recruiting and/or retaining staff

Competency: Human Resource Management



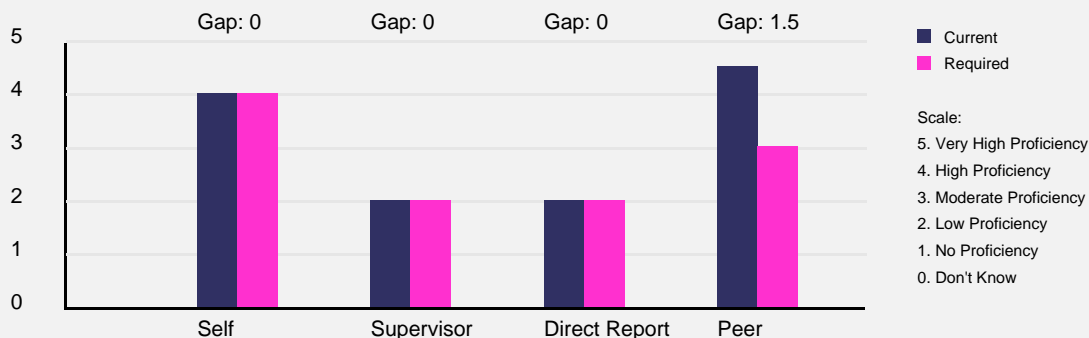
## 30. Uses the performance management process to establish performance expectations, assess employee performance give timely feedback, and conduct formal performance appraisals

Competency: Human Resource Management



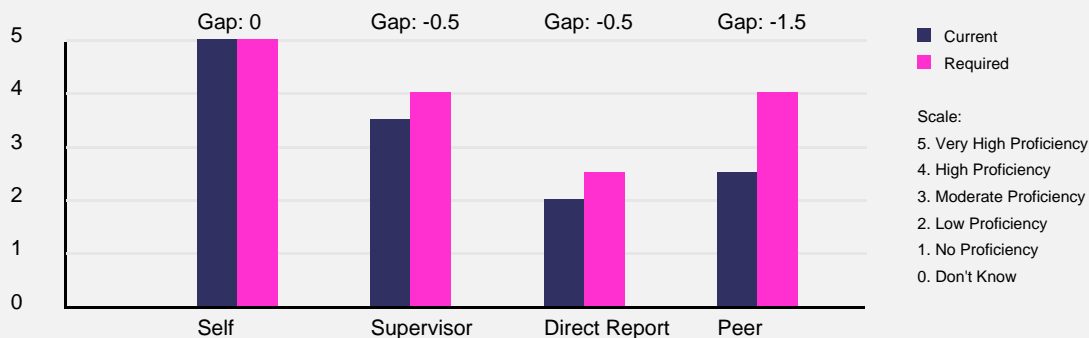
## 31. Recognizes and rewards performance based on standards and organizational goals

Competency: Human Resource Management



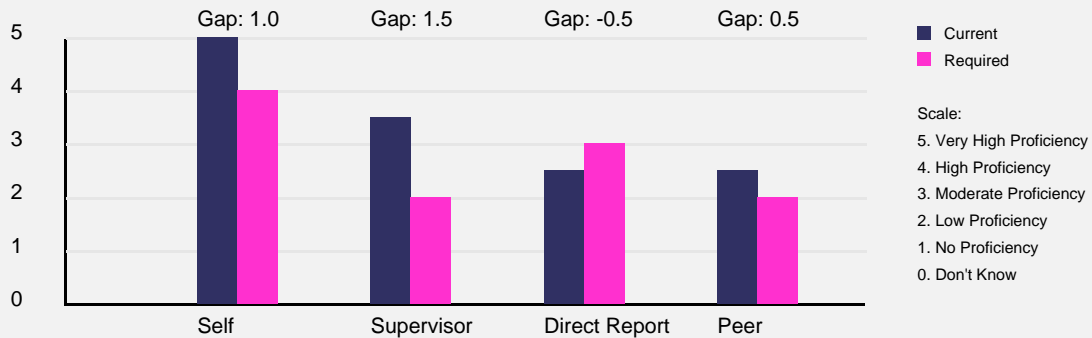
## 32. Takes appropriate corrective/disciplinary actions with employees

Competency: Human Resource Management



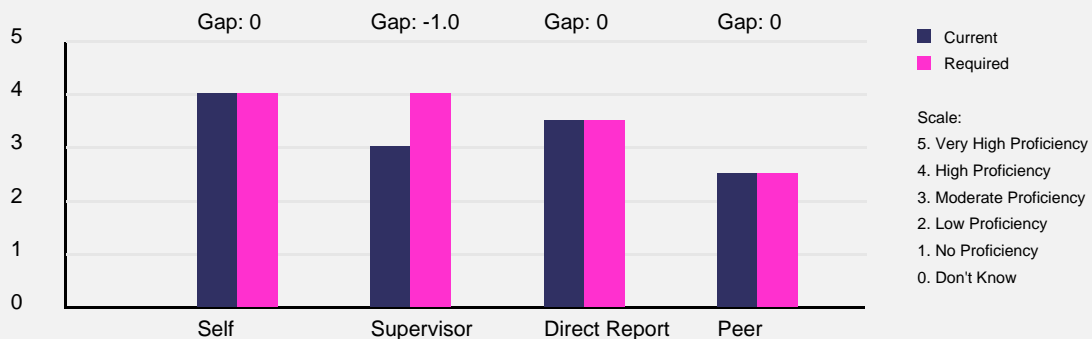
## 33. Uses human resources practices that promote good labor-management and employee relations

Competency: Human Resource Management



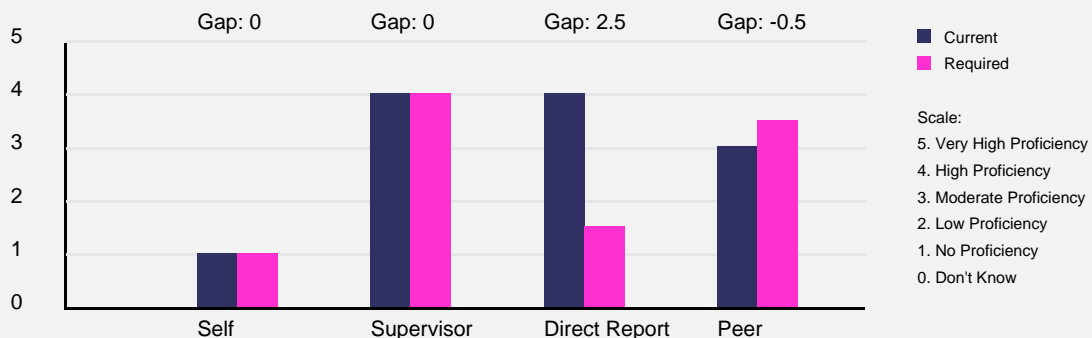
## 34. Supports programs and activities that deal with employee well-being such as safety, health, and family life

Competency: Human Resource Management



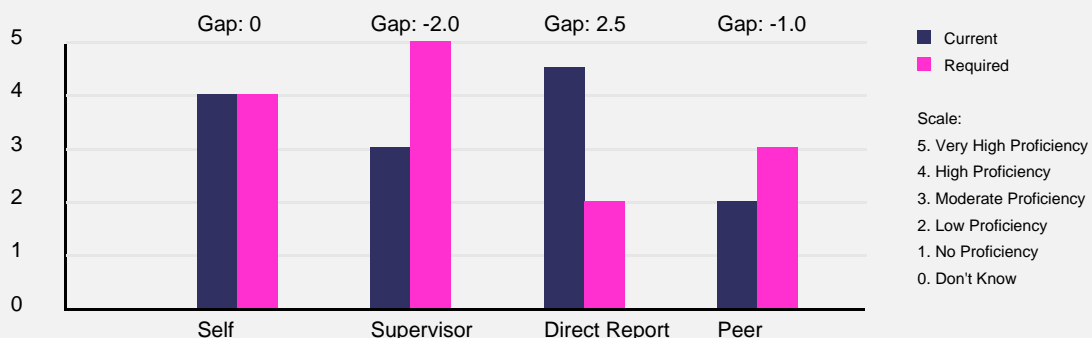
## 35. Networks with key individuals or groups to accomplish goals

Competency: Influencing



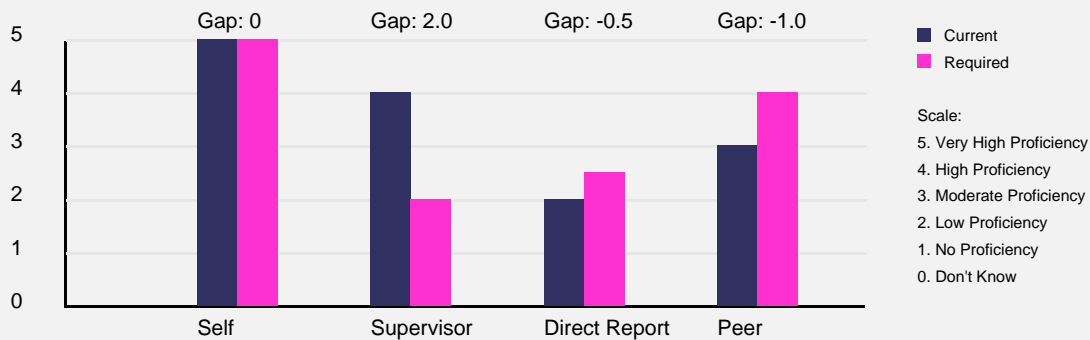
## 36. Informs management, employees, and others of program objectives and developments

Competency: Influencing



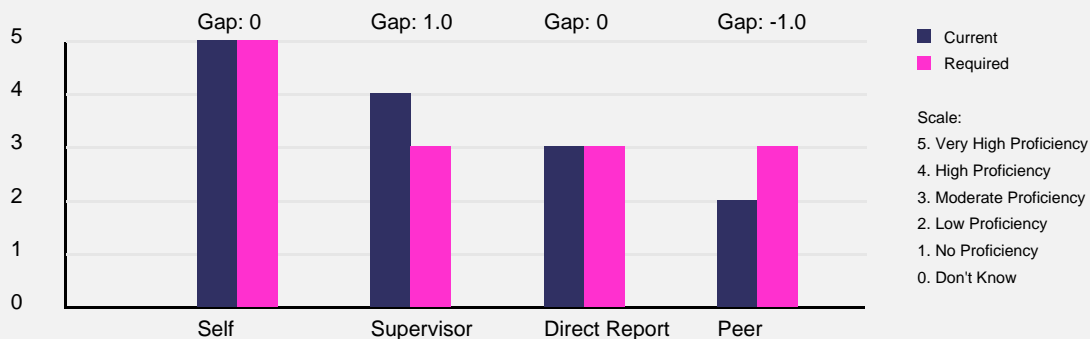
## 37. Represents/promotes the organization or program to others

Competency: Influencing



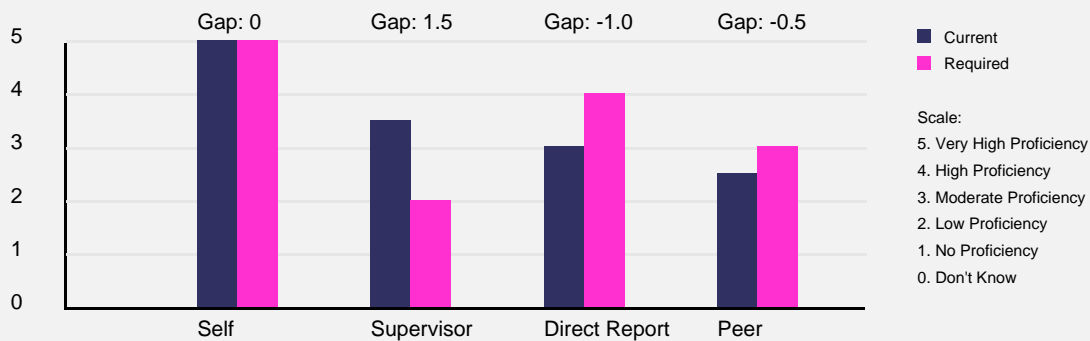
## 38. Persuades management, employees, peers, and others to 'buy into' a course of action

Competency: Influencing



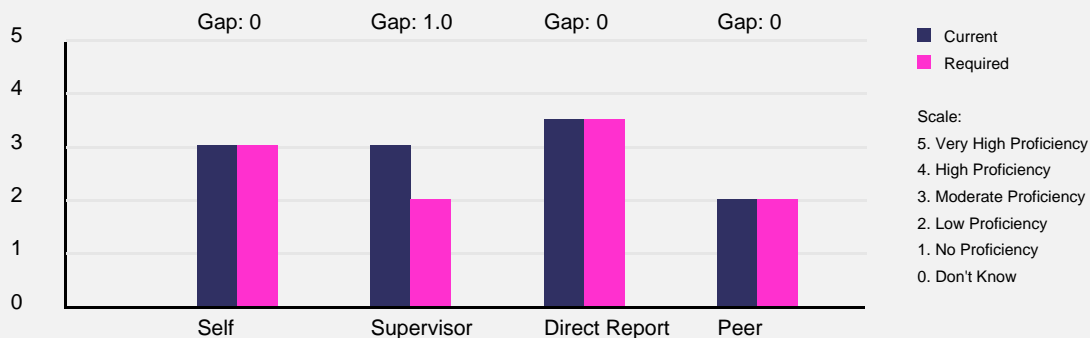
## 39. Uses power, authority, and influence appropriately to achieve goals

Competency: Influencing



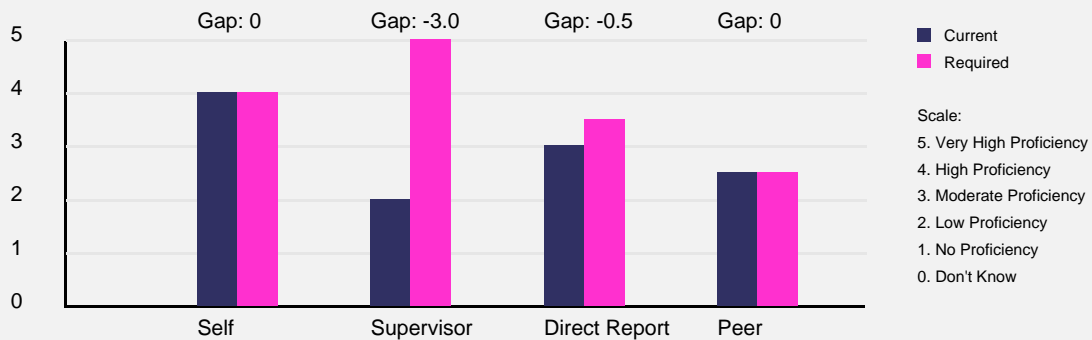
## 40. Considers and responds appropriately to the needs, feelings, and capabilities of others

Competency: Interpersonal Skills



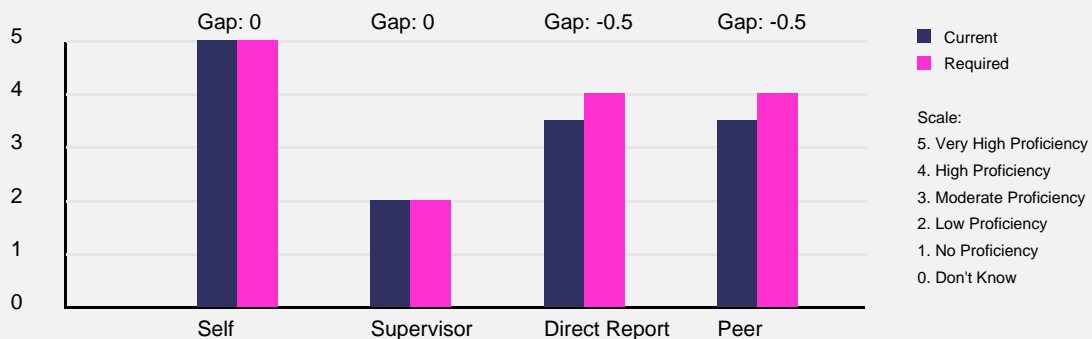
## 41. Creates a work environment where individuals are treated equitably

Competency: Interpersonal Skills



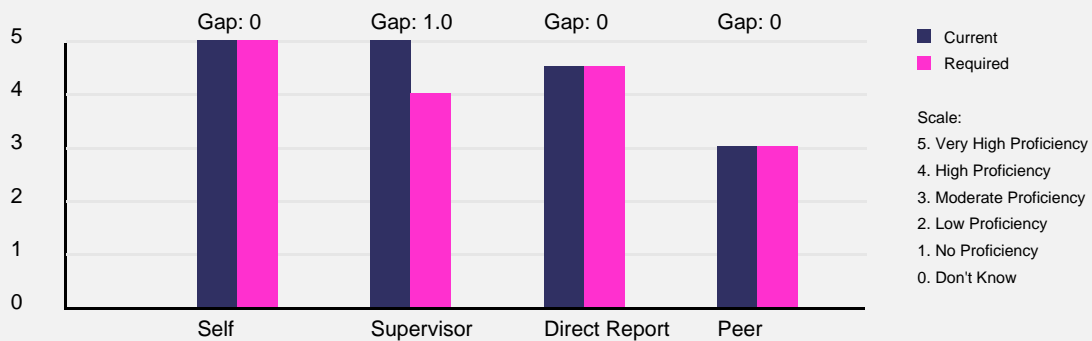
## 42. Champions organizational change based upon a strategic view of the future

Competency: Change Management



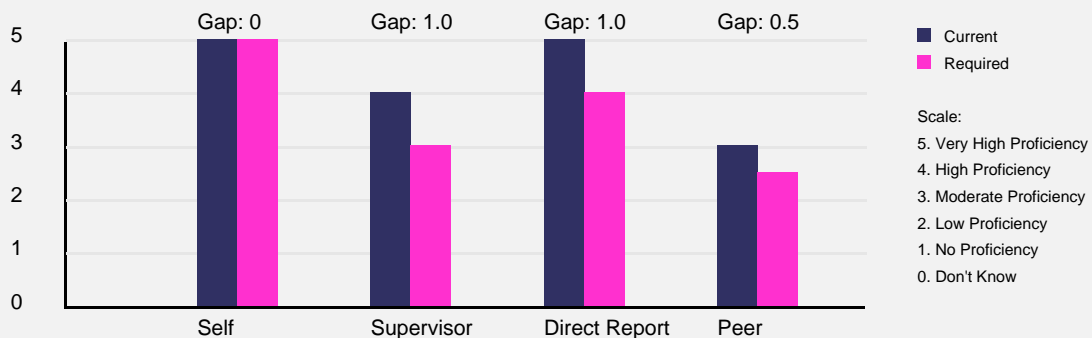
## 43. Develops strategies, policies, and procedures to manage change

Competency: Change Management



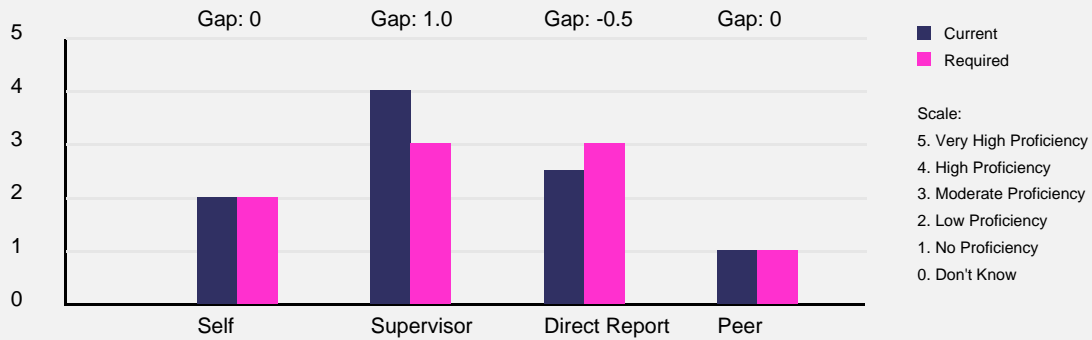
## 44. Plans for and helps employees understand, accept, and effectively deal with work-related transitions

Competency: Change Management



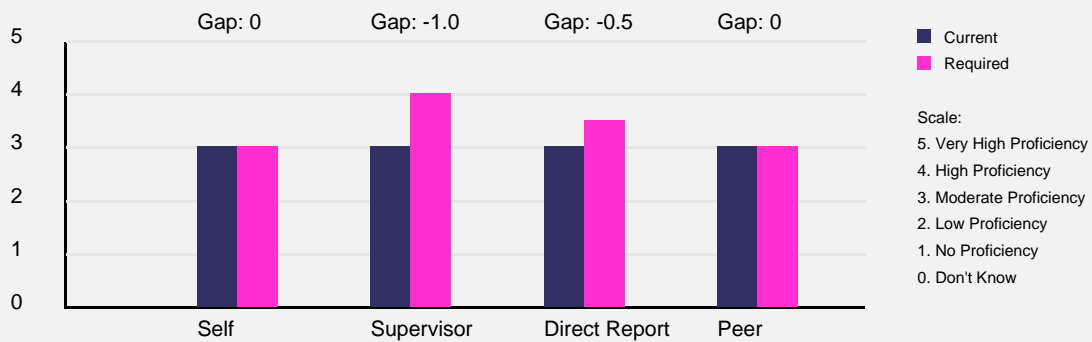
## 45. Listens to others and shows understanding of what they are saying

Competency: Oral Communication



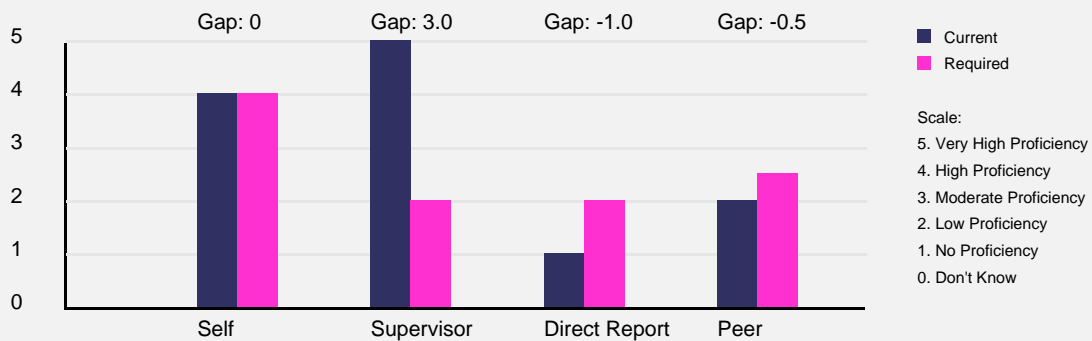
## 46. Makes clear and effective oral presentations to individuals and groups

Competency: Oral Communication



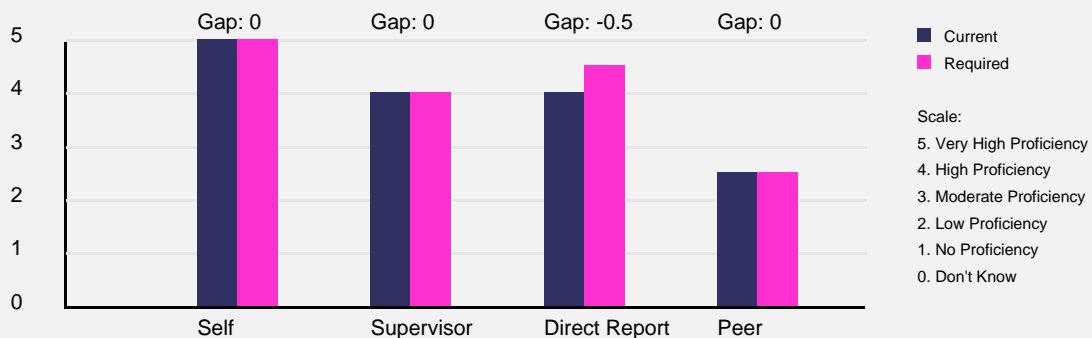
## 47. Establishes policies or guidelines for the organization or program area

Competency: Planning and Executing



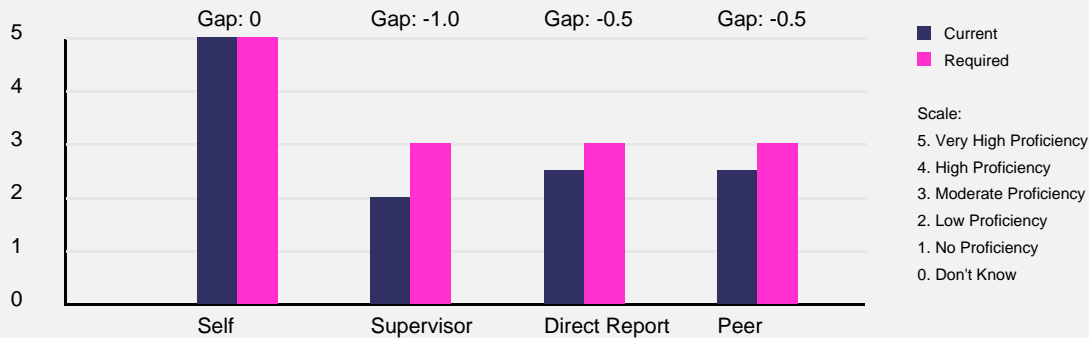
## 48. Develops and adjusts strategic and other long-term plans

Competency: Planning and Executing



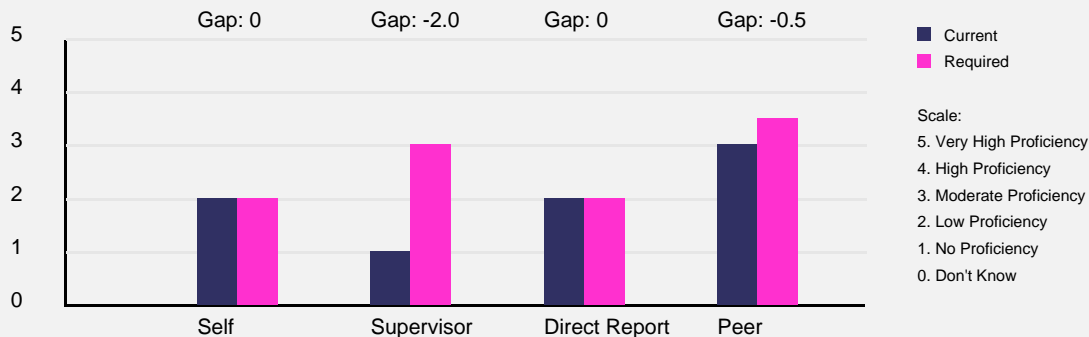
## 49. Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently

Competency: Planning and Executing



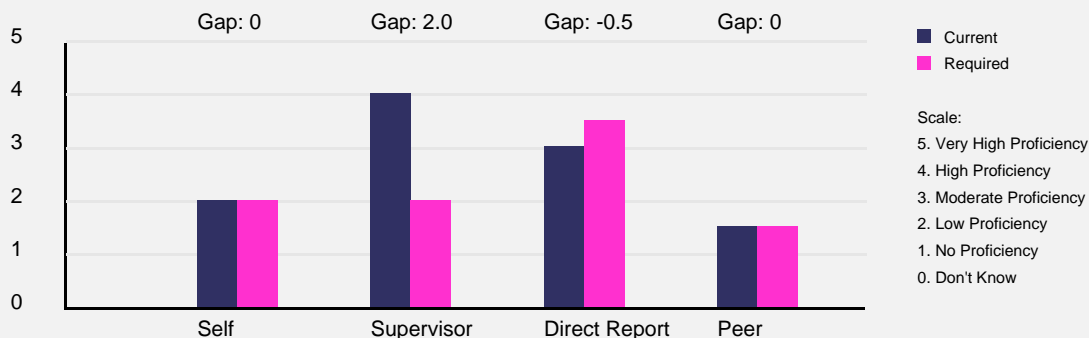
## 50. Ensures that activities, services, or products meet organizational mission, management policies, and customer needs

Competency: Planning and Executing



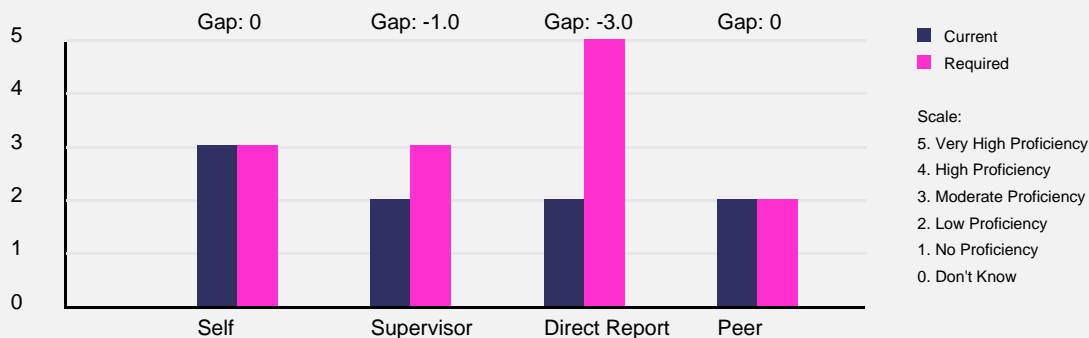
## 51. Coordinates with other parts of the organization to accomplish goals

Competency: Planning and Executing



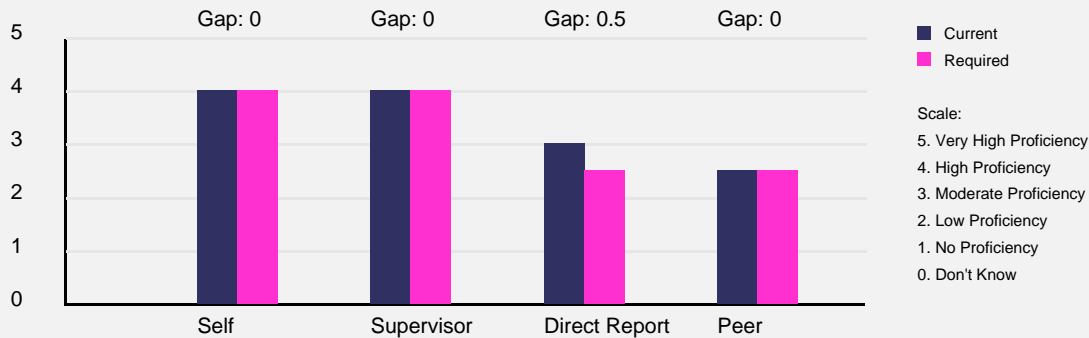
## 52. Identifies how organizational or program results will be measured

Competency: Planning and Executing



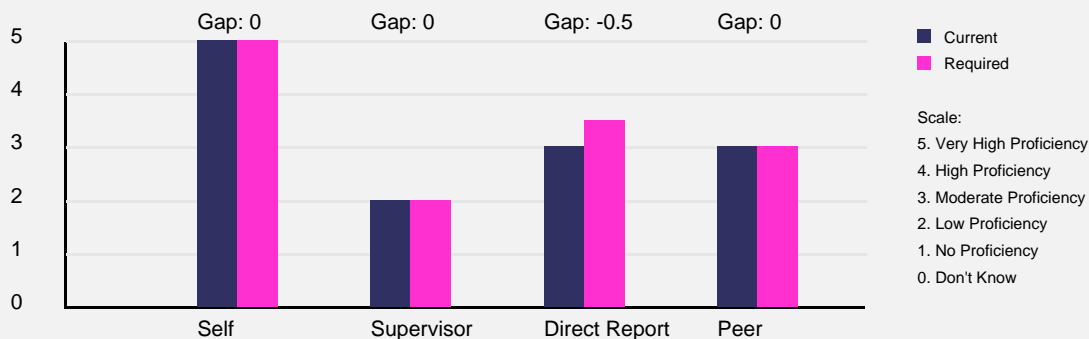
## 53. Monitors programs and/or activities and assures that discrepancies are identified and corrected when necessary

Competency: Planning and Executing



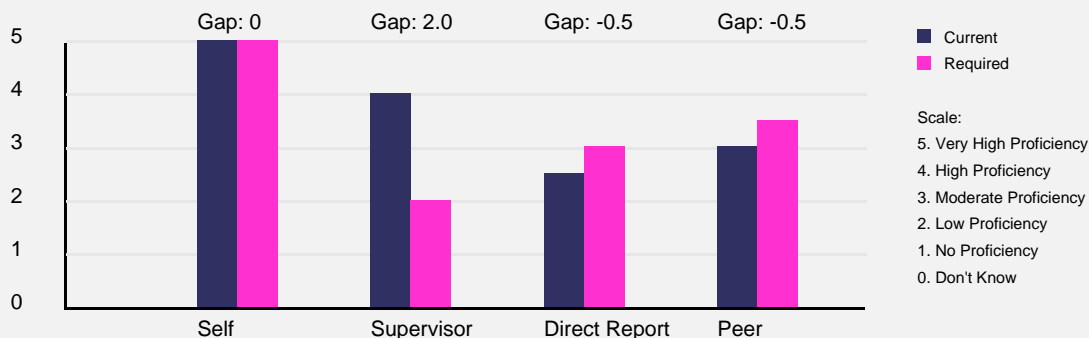
## 54. Identifies ways to improve the efficiency and effectiveness of procedures, processes, and structures

Competency: Planning and Executing



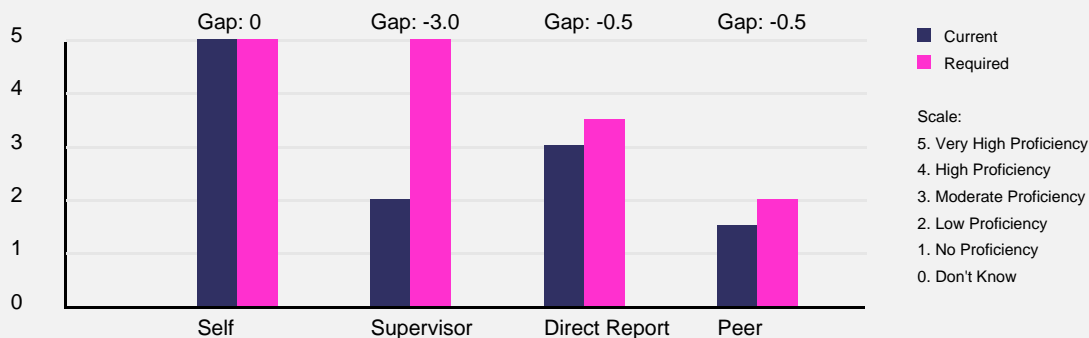
## 55. Anticipates potential problems, issues, and opportunities

Competency: Problem Solving and Decision Making



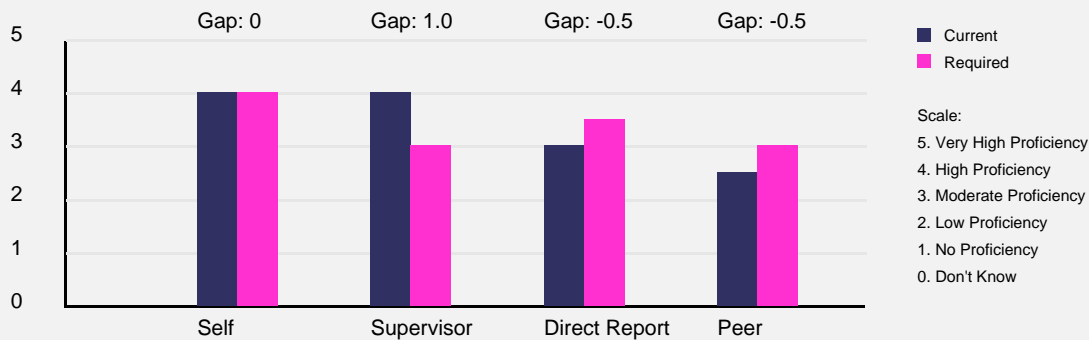
## 56. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information

Competency: Problem Solving and Decision Making



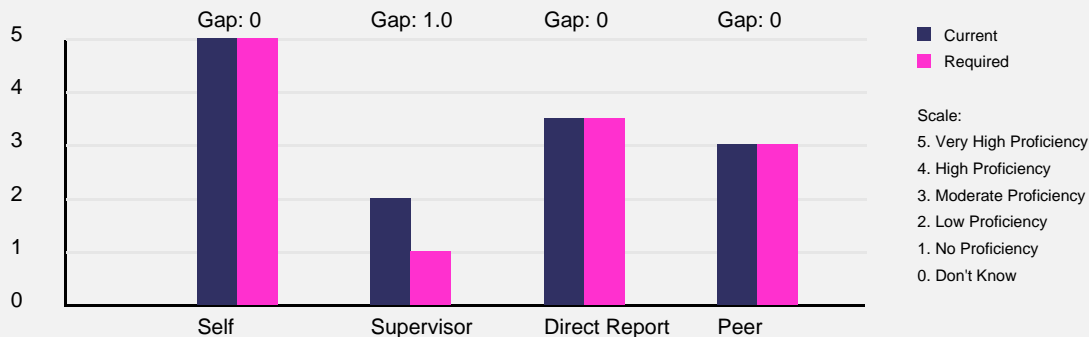
## 57. Uses qualitative and quantitative data and analytical tools in problem solving

Competency: Problem Solving and Decision Making



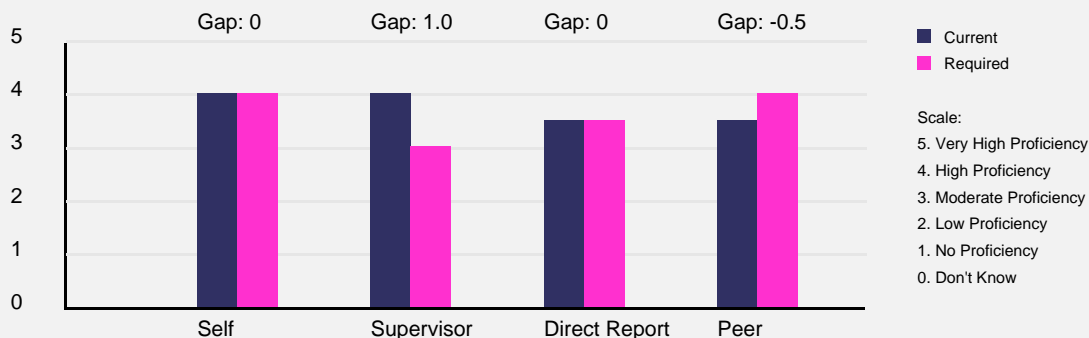
## 58. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions

Competency: Problem Solving and Decision Making



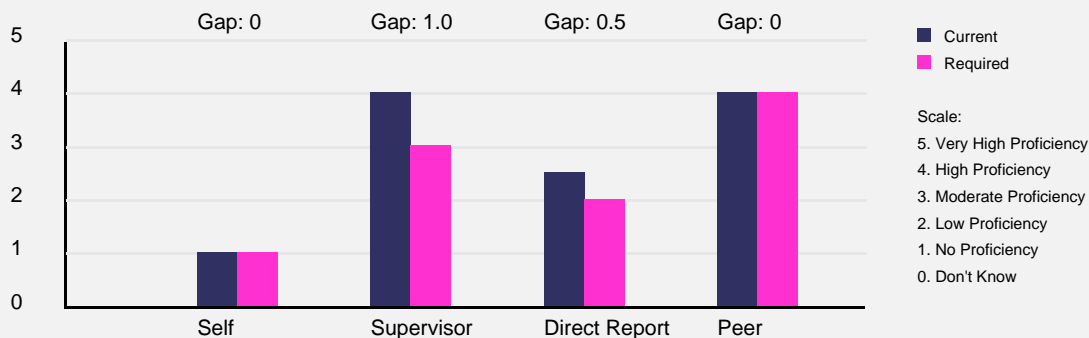
## 59. Integrates customer needs and expectations into the development and delivery of services or products

Competency: Quality Centered



## 60. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met

Competency: Quality Centered

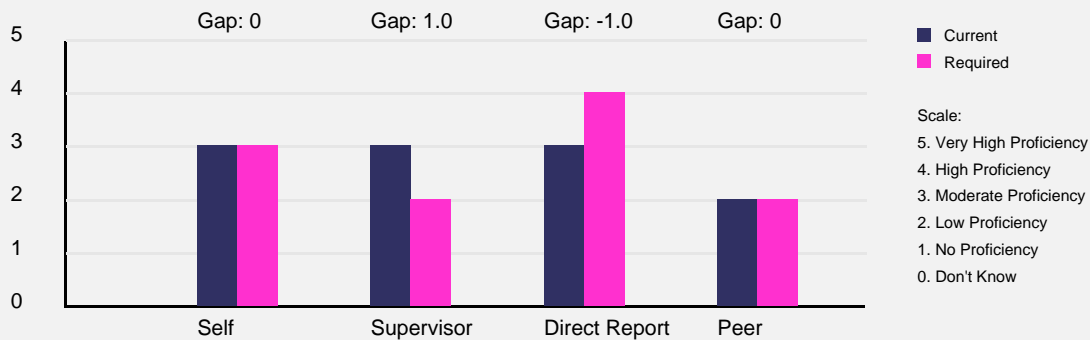




# Individual Task Scores

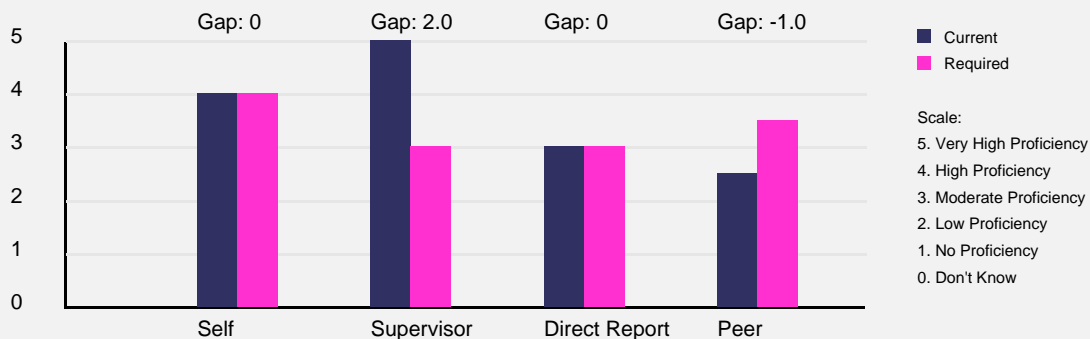
## 61. Seeks ways to continuously improve the quality of services, products, and processes

Competency: Quality Centered



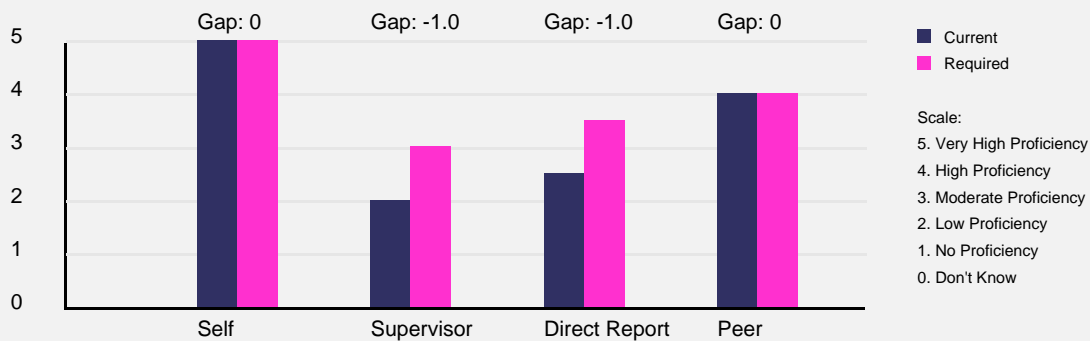
## 62. Works persistently on agreed-upon goals despite opposition, distractions, and setbacks

Competency: Results Focus



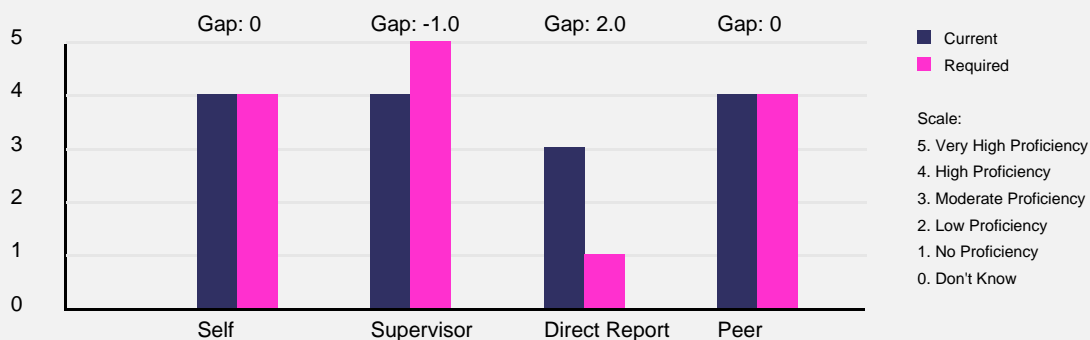
## 63. Recognizes and takes advantage of opportunities to further goals and objectives

Competency: Results Focus



## 64. Puts priority on getting results and displays accountability for those results

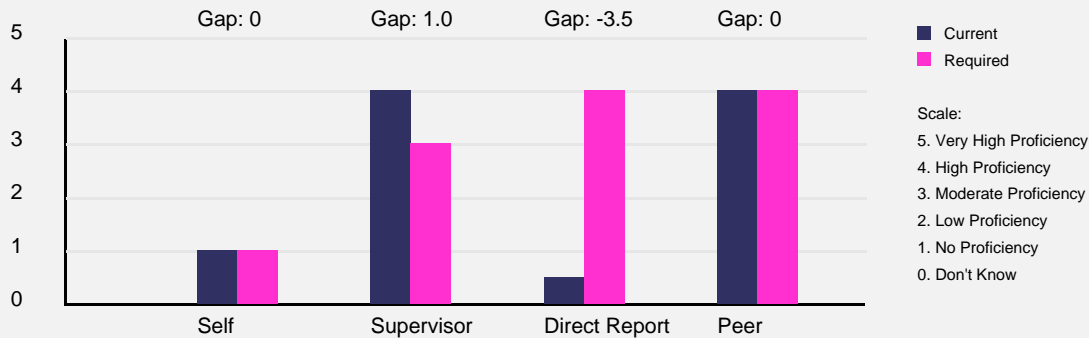
Competency: Results Focus



# Individual Task Scores

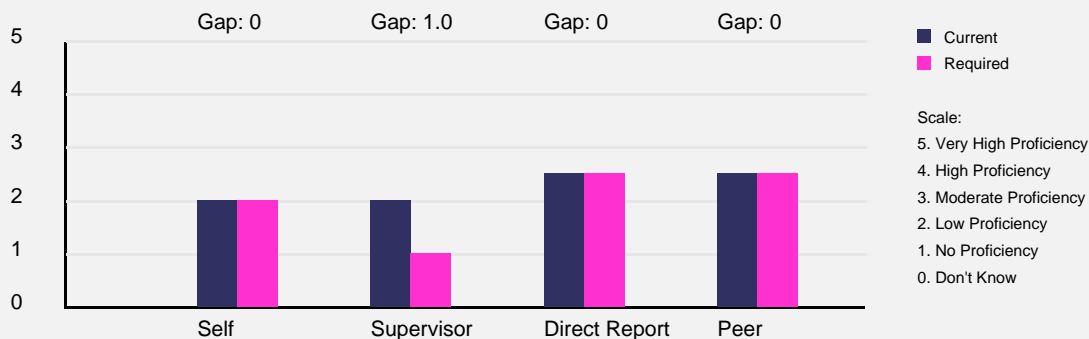
## 65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees

Competency: Role Modeling



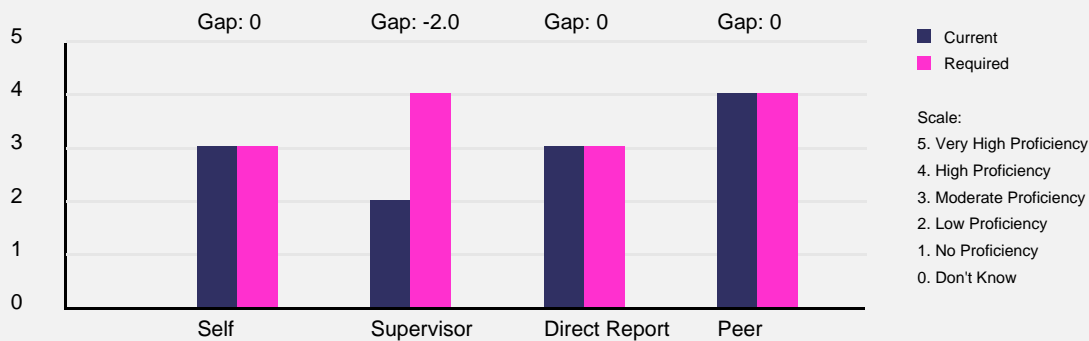
## 66. Shows congruence between words and actions, and follows through on commitments

Competency: Role Modeling



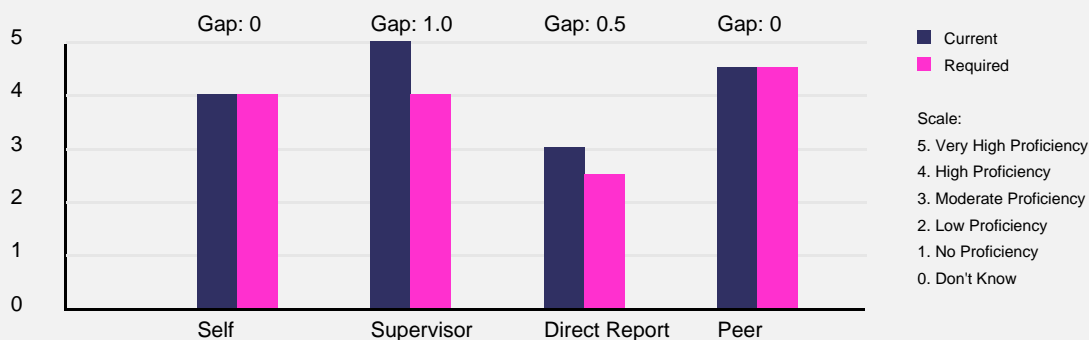
## 67. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others

Competency: Role Modeling



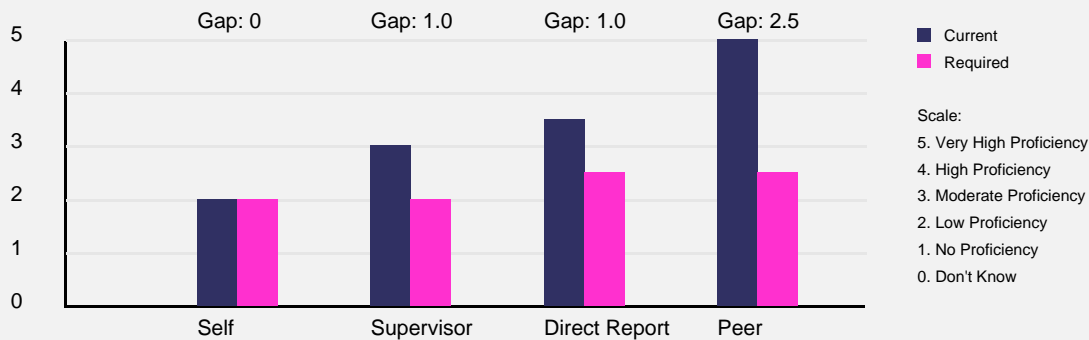
## 68. Realistically assesses own strengths, weaknesses, and impact on others

Competency: Self-Development



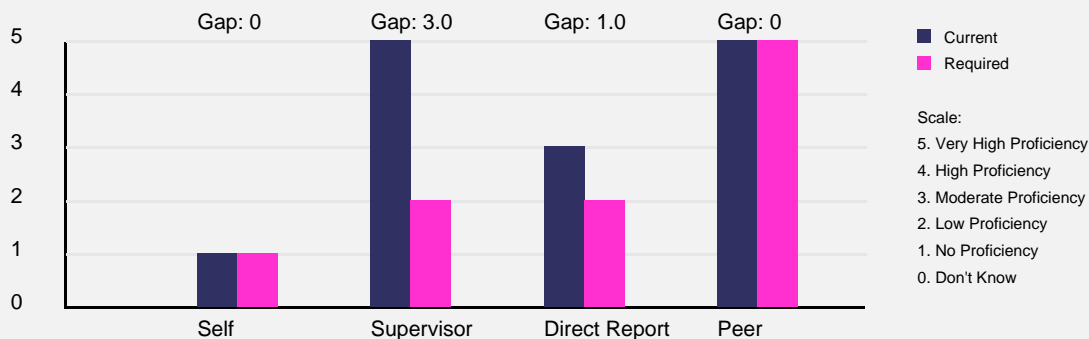
## 69. Seeks and makes use of feedback on others

Competency: Self-Development



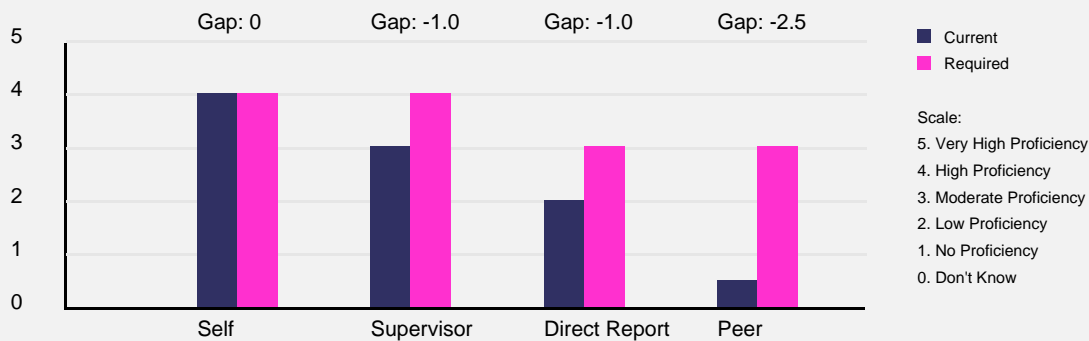
## 70. Invests time and energy in self-development and growth

Competency: Self-Development



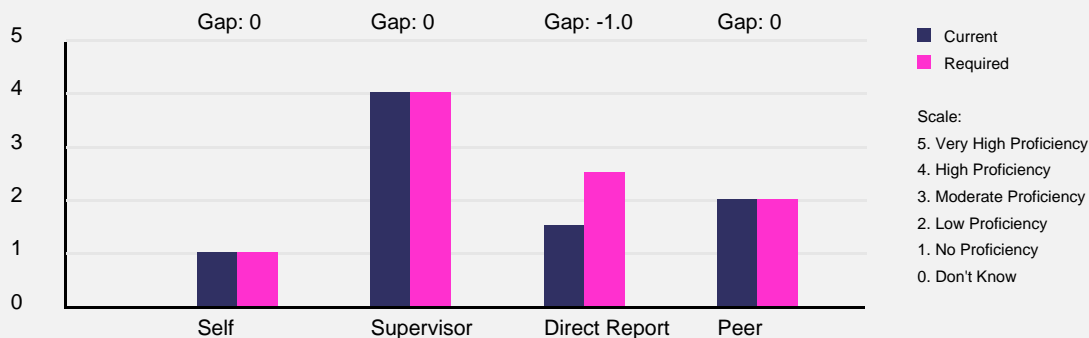
## 71. Maintains technical proficiency in area of responsibility

Competency: Self-Development



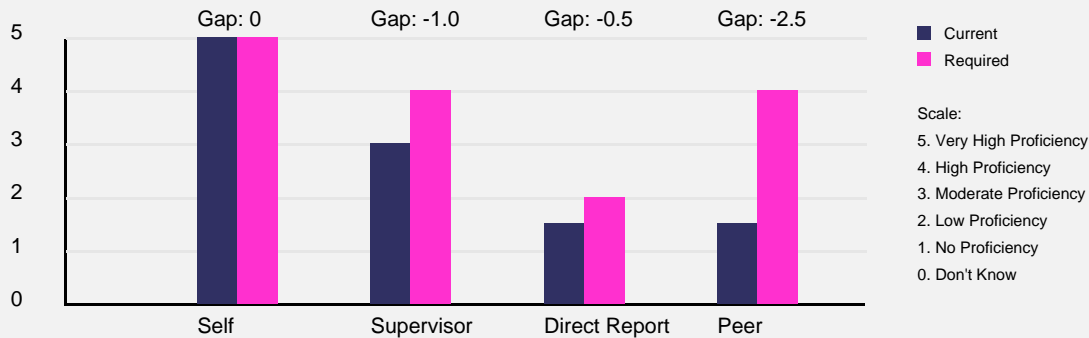
## 72. Fosters cooperation and teamwork among team members

Competency: Team Leadership



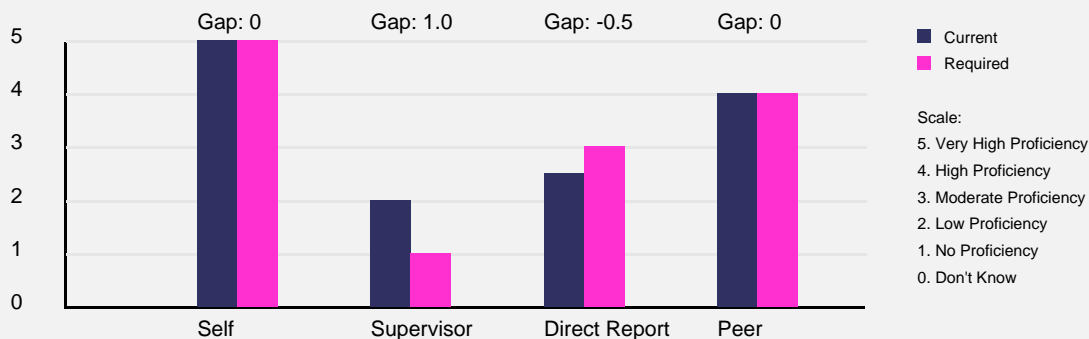
## 73. Creates an environment that encourages open communication and collective problem solving

Competency: Team Leadership



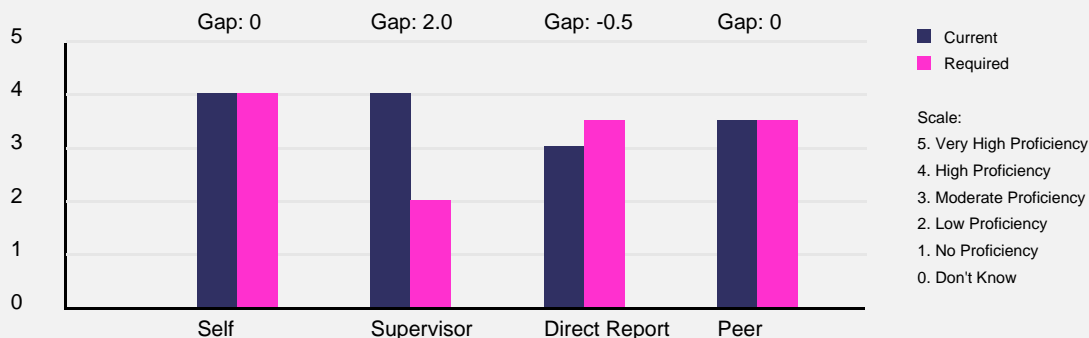
## 74. Seeks consensus among diverse viewpoints to build group commitment

Competency: Team Leadership



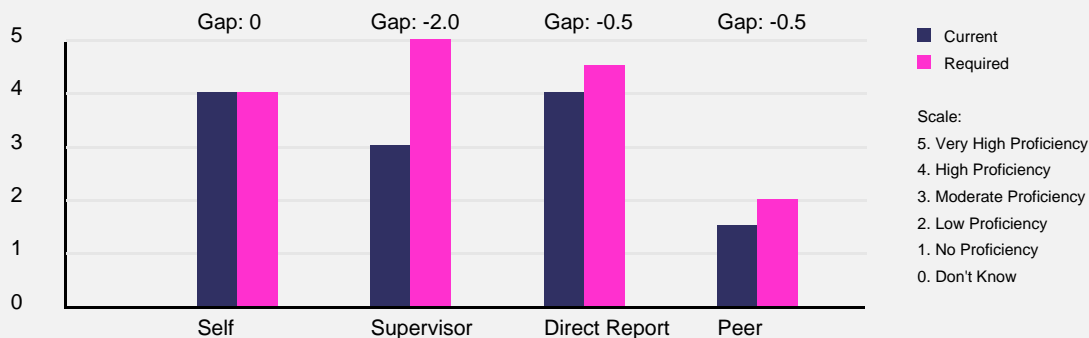
## 75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness

Competency: Technology Management and Application



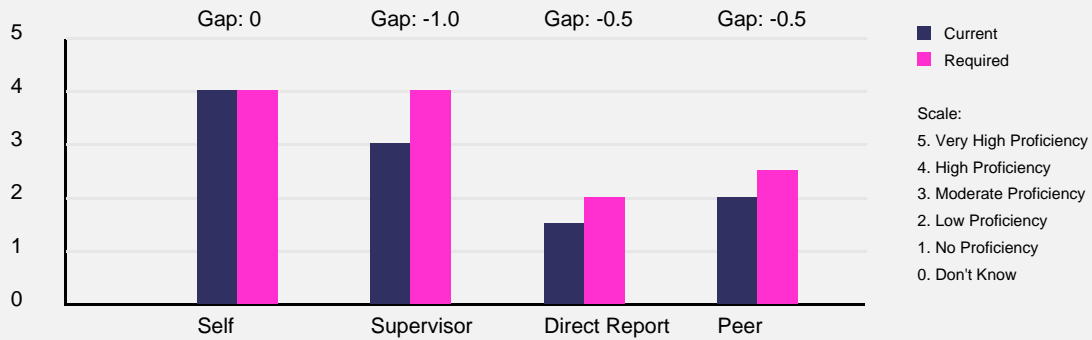
## 76. Ensures staff are trained and capable in new technology

Competency: Technology Management and Application



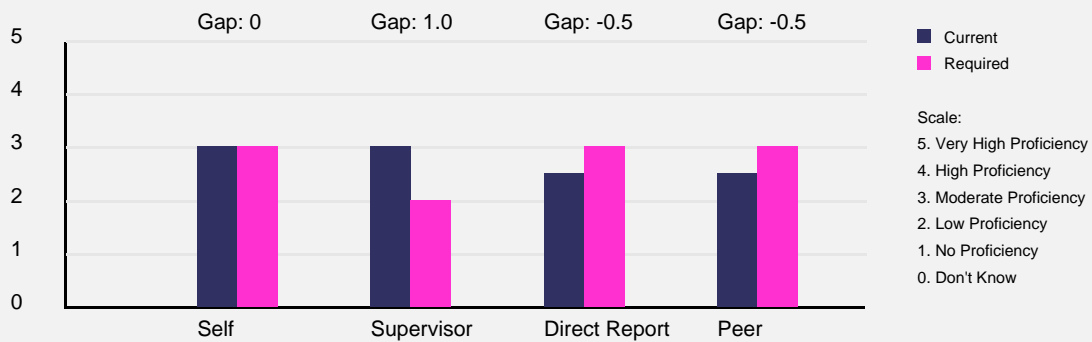
## 77. Manages own time efficiently

Competency: Time Management



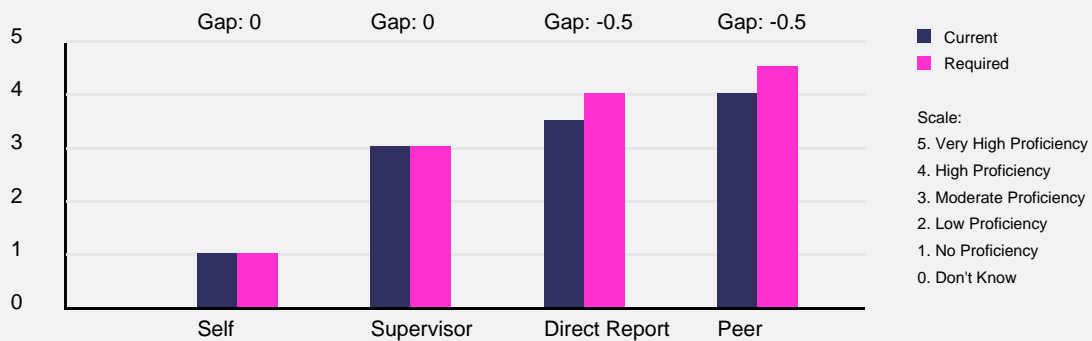
## 78. Communicates facts and ideas in writing in a clear, succinct, and organized manner

Competency: Writing



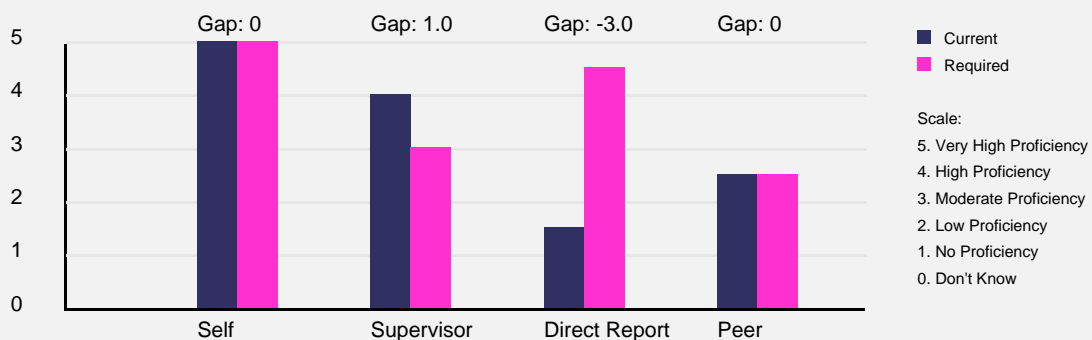
## 79. Reviews and critiques others' writing in a constructive and substantive manner

Competency: Writing



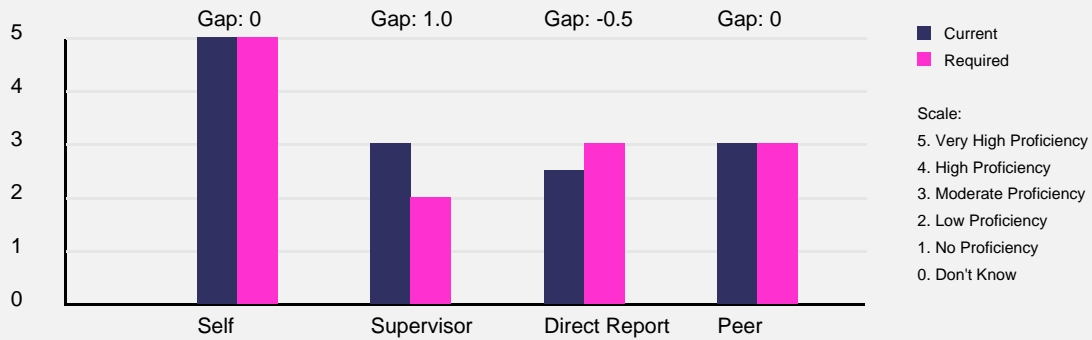
## 80. Creates a vision of the organization's future

Competency: Visioning



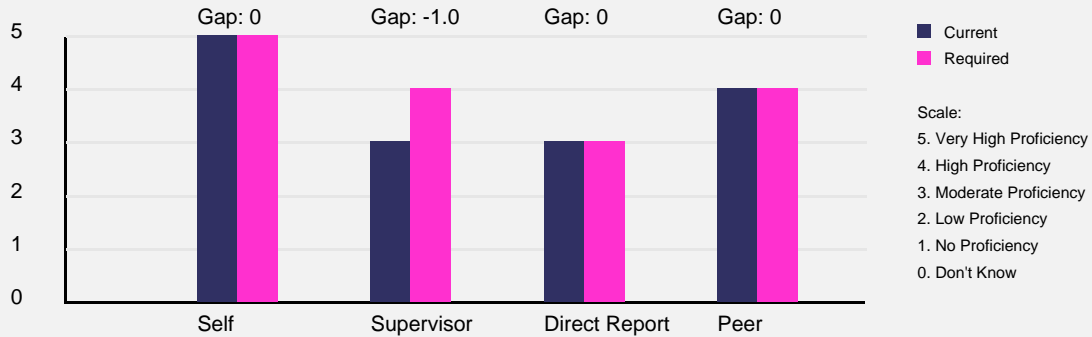
## 81. Communicates the vision in a way that promotes wide ownership and commitment

Competency: Visioning



## 82. Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision

Competency: Visioning



## DEVELOPMENT SUGGESTIONS

This section includes the development suggestions for improving skill levels in your twelve areas of highest development need. These areas are directly linked to the development needs reports in Section 2.

Development suggestions for the twelve need areas represent the three top development needs from each perspective in the Overview of Development Needs report.

The development suggestions can be used as part of your development or action plan. The report includes the following sections:

- The task or activity linked to a competency
- Suggested development activities
- Recommended training topics
- Related HRD Press training course and reading materials

NOTE: These suggestions are only stimuli for your development. You are encouraged to modify (or even create your own) suggestions so that your development activities are tied to your own goals and to the organization's mission and goals.

## DEVELOPMENT NEED

### **Provides employment and development opportunities for a diverse workforce**

This activity is linked to the following competency: Commitment to Workforce Diversity

### **DEVELOPMENT ACTIVITIES:**

Consider the following activities to help you build your effectiveness in this area:

1. Hold diversity workshops for employees.
2. Talk to an EEO counselor about how best to manage a diverse workforce.
3. Have a discussion with your subordinates about the effects of discrimination. Ask them if it exists within the organization or department. If so, ask for ideas on how to eliminate it.
4. Examine the demographic, ethnic, and cultural profile of your work unit to see whether it reflects diversity. If it does not, examine causes and strategies for correcting the situation.
5. Familiarize yourself with the organization's Affirmative Action and EEO rules and policies.
6. In establishing hiring criteria, include enhancement of the work unit's diversity as a hiring goal.
7. Spend focused time supporting the career development of all members of your work unit.
8. Be consistent in the application of human resource management practices; any adverse management actions must be accompanied by documentation justifying the actions.
9. Consider developmental assignments for members of protected groups.
10. Participate in organizationwide activities and organizations that support the attraction, retention, and development of a diverse workforce.

### **SUGGESTED TOPICS FOR TRAINING:**

Look for training programs or workshops that cover the following topics:

1. Changing demographics
2. Diversity competence skills
3. Discrimination complaint process
4. Diversity training
5. Sexual harassment
6. Career development



## DEVELOPMENT NEED

### **Creates a work environment where individuals are treated equitably**

This activity is linked to the following competency: Interpersonal Skills

### **DEVELOPMENT ACTIVITIES:**

Consider the following activities to help you build your effectiveness in this area:

1. Seek feedback from peers and subordinates about their perceptions of your fairness.
2. Consider each of your employees. Decide if you have been favoring or neglecting certain ones. Extend yourself to any whom you have been taking for granted or neglecting.
3. Ask the human resource department to hold a workshop on accepting others and looking for the good in them.
4. Analyze whether you evaluate people according to their behavior or on a personal basis. Try to be less judgmental.
5. Allow for and accept differences in the individuals who work for you.
6. Encourage employees to come to you if they feel they are being treated unfairly. Have a suggestion box for those who hesitate to come to you in person.
7. Review the pay and rewards given to your subordinates and make sure that they are equitable.
8. Ask your employees if they feel that the input that they are giving to the organization matches the output that they are receiving.
9. Analyze whether employees are being treated inequitably if you are encountering attitude or performance problems.
10. To the extent the organization routinely conducts employee assessments of managers, examine the data for your work unit to gauge whether employees see you as a fair manager.
11. Ask another peer who is familiar with your work unit to rank order the employees in your work unit; if there are differences between the peer's rank ordering and yours, examine whether the source of these differences reflects any unfairness in your judgments.
12. Develop a pattern of managerial consistency: the same instances of poor performance should elicit the same formal reactions from you, regardless of the employee's personal circumstances. Informal discussions with each employee about the source of the performance problem are legitimate, but the performance shortfall should elicit the same formal reaction for all employees.
13. Learn the management policies of the organization. They will serve as the best framework for the equitable treatment of employees in your work unit.
14. Each action creates a precedent that must be followed in the future; if you are not willing to follow the precedent, then don't do it in the first place.
15. Whenever in doubt about choosing between two managerial reactions, think of how you would react if your manager chose one or the other of the two options.
16. Let difficult management problems sit for a little while, while you mull over the pros and cons of each action; possibly consult with peers and managers whose judgment you respect.
17. To the extent possible, establish expectations in writing, with specific measurable results that are known to all employees. When performance shortfalls occur, the defect is then clear to everyone and it is not a matter of interpretation.
18. Publicly explain your expectations of the work unit, including your vision for the unit, how you plan to operate, and your goals and timelines.
19. To sensitize yourself to management actions eliciting perceptions of unfairness, volunteer to serve on the organization's internal grievance panel.

## **Suggested Topics for Training:**

Look for training programs or workshops that cover the following topics:

1. Performance management
2. Eliminating negative thinking
3. Sexual harassment
4. Listening skills
5. Equity theory

## DEVELOPMENT NEED

### Identifies how organizational or program results will be measured

This activity is linked to the following competency: Planning and Executing

### DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

1. Meet with peers and superior and decide how progress and results will be measured. Be sure that all people involved with each project understand these evaluation methods.
2. Provide positive and constructive feedback on a timely basis to subordinates involved in projects. Solicit their input to understand their perceptions of critical outcome and process measures of their organizational contributions.
3. When dividing the project into meaningful steps and planning deadlines for each step, identify key checkpoints when progress will be evaluated.
4. Develop a standard reporting method for use by the head of each project that you are responsible for.
5. Develop standards for each responsibility assigned. Decide how much deviation from standards will be acceptable.
6. Learn about techniques to measure quantitative performance outcomes.
7. Learn about techniques to measure qualitative or process aspects of performance.
8. Review your performance plan currently in place to assure that each of the goals has a clear and measurable outcome that will separate success from failure.
9. Benchmark similar organizational units within and outside your division to understand how they measure performance.
10. For each performance measure, identify where you want to be at each month/quarter of the year.
11. Volunteer to participate on organizational task forces that develop measures of program efficiency and effectiveness.

### SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

1. Data collection and analysis
2. Problem solving
3. Organizational performance analysis
4. Statistical process control
5. Quality control

## DEVELOPMENT NEED

**Creates an environment that encourages open communication and collective problem solving**

This activity is linked to the following competency: Team Leadership

### DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

1. Ask each group member if he or she was treated fairly by the leader and by the others.
2. Immediately after group formation, have the group identify the issues that they consider to be the most important concerns and suggest ways in which these can be overcome.
3. Have the group leader specify the expectations of the group members.
4. Help the team members decide how they will communicate within the group and how decisions will be reached.
5. Hold brainstorming sessions.
6. Ask the group members what is hindering them from completing their task.
7. Observe how leadership emerged in the team.
8. Recognize that a team will go through phases. Assign tasks based on the phase that the team is in.
9. If open communication is an objective, encourage it by demonstrating equity and fairness regardless of the ideas expressed.
10. Emphasize activities that are inclusive (for the entire work unit, teams, etc.).
11. Institute suggestion systems and develop mechanisms for prompt response to the suggestions.
12. Encourage coworkers to establish only fuzzy boundaries around their job duties so that they can readily reach out and assist a peer if the work calls for it.
13. When there is a problem that affects a group of employees, attempt to devise a solution through the group.

### SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

1. Interactive skills
2. Information sharing
3. Group membership maintenance
4. Collaboration vs. competition
5. Generating commitment
6. Brainstorming
7. Functional, task, interest, peer groups
8. Consensus building

## DEVELOPMENT NEED

### **Takes appropriate corrective/disciplinary actions with employees**

This activity is linked to the following competency: Human Resource Management

### **DEVELOPMENT ACTIVITIES:**

Consider the following activities to help you build your effectiveness in this area:

1. Be specific with subordinates about their ratings, and help them develop a plan to improve weaknesses and capitalize on strengths.
2. Give feedback as soon as possible.
3. In cases of disciplinary action, get the employee to agree that a problem exists. Then discuss alternate solutions and mutually agree on the best action to solve the problem.
4. Follow up on employee's behavior after taking corrective action.
5. Document all corrective/disciplinary actions taken.
6. Familiarize yourself with organizational procedures to reward and discipline performance.
7. Be consistent and fair in responding to employees. Use the same standards for all employees.
8. If an employee has performed a duty poorly, follow up immediately expressing your concerns, trying to understand root causes, offering solutions, and setting clear expectations on how the performance is to be corrected, and by what date.
9. After discussions with the relevant employee, document significant incidents of poor performance or corrective/disciplinary actions taken, sending a copy to the employee.

### **SUGGESTED TOPICS FOR TRAINING:**

Look for training programs or workshops that cover the following topics:

1. Performance management
2. Effective communication skills
3. How to give and receive feedback
4. Assertiveness training
5. Interpersonal communication
6. Assessing strengths and weaknesses
7. Observation skills
8. How to discipline employees

## DEVELOPMENT NEED

**Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information**

This activity is linked to the following competency: Problem Solving and Decision Making

### DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

1. Consider your problem-solving skills and list three skills that you would like to improve. Ask your superior or peers for suggestions to help you improve.
2. With a behavioral problem such as low morale or absenteeism, look deeply to understand what the underlying problem really is. Don't just treat the symptom.
3. Discuss with other managers the data that you collect concerning a problem. Ask them for their diagnosis of the information.
4. Use interviews, observation, and surveys to pinpoint problems.
5. Sort out issues being discussed and decide which issues are critical.
6. List all of the solutions to a problem that you can think of before you begin to evaluate them.
7. Before you begin to try to solve a problem, identify the data that you need to reach a solution and how that data can best be obtained.
8. Keep a record of problems that arise to identify recurrent ones.
9. Consult others about your decision style and speed; consider this information as a basis for improvement.
10. Since most decisions are made with imperfect information, it is important to be conscious of the decision shortcuts all people take, including incomplete consideration of alternatives and the tendency to be unduly influenced by whether the decision is framed as a gain or loss. Develop strategies to counter these tendencies.
11. For major decisions, revisit them more than once.
12. Consider multiple-decision alternatives including the worst-case scenario for each decision.
13. Accumulate past effective and ineffective decisions to identify systematic factors that account for successful and failed decision processes and outcomes.
14. Develop disciplined decision processes in your work group whereby all elements of the decision must be backed with researched information.
15. Before reaching a decision, make sure that all involved agree on the problem definition.
16. Avoid jumping to conclusions by defining the problem in terms of solutions. This may cause overlooking other, possibly better, solutions.
17. If you tend to rely on your superiors for decisionmaking, force yourself to formulate alternatives and then present recommendations instead of the problem to your superior.
18. Try to involve those in the problem-solving process who will be most affected by a controversial decision.
19. Avoid the need to gather and analyze too much data before making the decision.
20. Use a factual approach to decisionmaking by systematically collecting valid and reliable data; rely on these data rather than on emotions, even if the decision is unpopular. In turn, explain decisions in terms of data, not emotions.
21. Before you ask someone else for an opinion about a decision, choose one of the alternatives and develop a rationale for why that alternative is best. Then ask for input.

## **Suggested Topics for Training:**

Look for training programs or workshops that cover the following topics:

1. Problem solving
2. Paired ranking decision-making method
3. The decision-making process
4. Algorithms
5. Brainstorming
6. Programmed and nonprogrammed decisions
7. Mediation
8. Setting priorities

## DEVELOPMENT NEED

### **Creates a vision of the organization's future**

This activity is linked to the following competency: Visioning

### **DEVELOPMENT ACTIVITIES:**

Consider the following activities to help you build your effectiveness in this area:

1. Create a vision of where you'd like to see the organization, evaluate alternative routes, and decide on the specific course to reach the chosen destination.
2. Visualize opportunities beyond what the organization is now engaged in.
3. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
4. Network with other executives on all levels of the organizational hierarchy to create and pursue the vision.
5. Stay abreast of developments in Congress and developments in policies and regulations that affect your work so that your vision reflects trends and changes in the broader environment.
6. Read broadly to stay abreast of sociopolitical, economic, and technological trends that will affect the future direction the organization will take in responding to society's needs.
7. Attend open management meetings to understand the mission and strategic vision of the organization's leadership.
8. Share your vision of the goals of your work unit with your superior to check for convergence.
9. Share your vision with your employees and encourage buy-in by incorporating their input into the vision and the strategic objectives that flow from the vision.
10. Volunteer to help a community-based organization formulate a vision and strategic plan.

### **SUGGESTED TOPICS FOR TRAINING:**

Look for training programs or workshops that cover the following topics:

1. Creativity
2. Leadership skills
3. Writing mission statements and objectives
4. Vision and leadership
5. Strategic planning



## DEVELOPMENT NEED

**Uses power, authority, and influence appropriately to achieve goals**

This activity is linked to the following competency: Influencing

### DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

1. When negotiating, don't ever place the other party in a position from which they can't move without losing face. Offer choices between alternatives (sometimes done by following mild demands with stronger ones) to present a cooperative attitude.
2. Realistically assess the power that you already hold and how you use that power.
3. Get complete information about the motives, knowledge, understanding, and attitudes of those with whom you are trying to increase your influence.
4. Use active listening techniques to ensure that you understand the other person's point of view. Give the speaker your full attention and listen carefully. Restate what the other person has said. Ask questions to clarify the other's position. Don't interrupt the speaker. When the other person feels that you have listened to their side, they should be more willing to listen to your side, avoiding the escalation of a negotiation into a destructive argument.
5. Work with the other party to find the best solution for you both. Commit to the solution and together develop a specific plan to execute it.
6. Always strive for a "win-win" solution to a problem. Seek an outcome that includes some of the items that each side desired, allowing both parties to gain.
7. Ask your superior to put you into situations where you can test your persuasive skills.
8. Ask your peers and subordinates for feedback on how you use power, authority, and influence. (Are you fair? Do you back down too quickly? Do you avoid conflict? Do you come across too strongly? Do you always have to win?)
9. Read books or take a course on how to influence people.
10. Be willing to be influenced by others.
11. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.
12. Seek a credible champion of the issue you are aiming to change, someone who will support your position and rally others around it.
13. Introduce new goals piecemeal, rather than all-at-once.
14. Systematically address barriers to change or to reaching goals, and provide support to overcome the barriers, such as training for employees, resource support, incentives and recognition for change, or backing up employees in front of senior management.
15. Articulate why there is a compelling need to achieve the goals you propose.

### SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

1. Situational leadership
2. Active listening
3. How to be more assertive
4. Negotiation skills
5. Using nonverbal techniques for persuasion
6. Communication styles
7. Personal development
8. How to use power
9. Influencing skills
10. Power without authority

## **DEVELOPMENT NEED**

**Informs management, employees, and others of program objectives and developments**

This activity is linked to the following competency: Influencing

### **DEVELOPMENT ACTIVITIES:**

Consider the following activities to help you build your effectiveness in this area:

1. Present seminars, open houses, brochures, and newsletters describing your department functions.
2. Circulate monthly the highlights of recent activities in your department, your objectives, and the status of each.
3. Create a bulletin board to display activities and accomplishments.
4. Read general mail, bulletin boards, and newsletters, and attend organizationwide public meetings to remain informed about what is happening in the organization.
5. Initiate meetings with employees individually or in groups to share information about your objectives and those of the broader unit.
6. Initiate meetings with your manager(s) to inform them of the work of your unit and to facilitate the sharing of information about developments in the organization.

### **SUGGESTED TOPICS FOR TRAINING:**

Look for training programs or workshops that cover the following topics:

1. Interpersonal communications
2. Gaining cooperation from peers
3. Interaction skills
4. Meeting skills

## DEVELOPMENT NEED

**Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees**

This activity is linked to the following competency: Role Modeling

### DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

1. Don't voice personal opinions about people publicly; avoid the rumor mill.
2. Seek to improve yourself through training and other educational resources.
3. Demonstrate clear purpose, enthusiasm, and commitment to your employees. Be a role model.
4. Show your enthusiasm for the organization through your commitments and actions.
5. Be persistent.
6. Adopt a "can-do" attitude, and approach challenges from a problem-solving perspective.
7. Take on extra work to help the organization meet its objectives.
8. Talk with people in higher management levels about their roles and what it takes to be successful.
9. Involve employees in setting department goals and objectives. Keep them informed of results.
10. Learn from your mistakes.

### SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

1. Leadership
2. Making personal commitments
3. Inspiring trust and confidence
4. Instilling values

## DEVELOPMENT NEED

### Maintains technical proficiency in area of responsibility

This activity is linked to the following competency: Self-Development

### DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

1. Network with other professionals in your field.
2. Be aware of emerging technological advances that could impact your field.
3. Attend training classes or professional or college courses to ensure proficiency in your technical areas of responsibility.
4. Keep a log of the technical questions and problems that others ask you for assistance with. Analyze what you were able to help with to determine what your strengths and weaknesses are.
5. Find others in your organization who have the skills or knowledge that you are weak in. Ask to observe, work with, and get feedback from them.
6. Try to become the expert in your organization in one or more technical areas.
7. Have your superior, peers, and subordinates identify your three strongest and three weakest technical areas. Ask your superior to suggest ways to strengthen the weak areas.
8. Keep a list of relevant resources.
9. Continually update your knowledge of policies and regulations that apply to your area of technical expertise so that all projects accommodate the requirements.
10. Invite experts from think tanks, academia, associations, and the private sector to make presentations in your organization.
11. Maintain proficiency in your technical area of expertise by remaining involved in your profession and by keeping up on the technical literature and developments.
12. Attend professional meetings in your discipline.
13. Separate in your own mind what you do know from what you don't know and structure your work unit to provide technical expertise in areas where you are lacking.
14. Consider taking a sabbatical or temporary assignment to update your technical/professional skills or to investigate an issue in depth.

### SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

1. Networking
2. Technical transfer process
3. Process of innovation
4. State-of-the-art technology
5. Research and development

## DEVELOPMENT NEED

### Develops and adjusts strategic and other long-term plans

This activity is linked to the following competency: Planning and Executing

### DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

1. Review the goals in your strategic plan to make sure that they are realistic and specific. Ask your superior and peers for their feedback.
2. Familiarize yourself with the organization's strategic goals and mission before you formulate any plans for your department. Make sure that they are aligned.
3. Develop strategic plans based on the question, "In what business is this organization/department?"
4. Review the mission, evaluate threats and opportunities in the environment, and plan specific actions each year.
5. Assess how well you structure your work by consulting with managers, peers, and employees.
6. Evaluate other units' strategic plans to see how your unit's compare, and to see what you can learn from the others.
7. Examine the performance of "best-in-class" work units to understand what accounts for their success.
8. Go to seminars and lectures inside and outside the organization to familiarize yourself with trends that may affect the future work of your unit.
9. Develop an annual set of goals for your unit, specify interim goals and due dates, and each month revisit the goals to check accomplishments.
10. For each of your unit's goals, develop a detailed plan through consultation with others that specifies how you will accomplish the goal, by when, and the kinds of resource support needed to make it happen.
11. Set aside concentrated time with your staff to jointly develop goals for the work unit.
12. Volunteer for participation on a strategic planning committee within the unit.

### SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

1. Strategic planning
2. Translating strategic plans into activities
3. Formulating goals
4. Planning skills